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ABSTRACT

The National Assessment of Reading was not based on any one particular approach to the subject of reading. Its primary assumption was that information would help anyone who is interested in reading--regardless of his approach to the subject--determine for himself how well Americans read. The results of this assessment are reported according to a number of themes which unite groups of exercises assessing different aspects of the reading process or different skills involved in the development of reading ability. Nine basic themes were developed: (1) word meanings, (2) visual aids, (3) written directions, (4) reference materials, (5) significant facts in passages, (6) main ideas and organization of passages, (7) inferences from passages, (8) critical reading of passages, and (9) reading rate. Objectives were developed for each of the nine themes, and they became the framework for which the reading exercises were developed. The results for both themes and objectives demonstrated that some groups exhibited a higher achievement than others on specific reading skills and that any given group exhibits higher achievements on some types of reading skills than on others. (WR)

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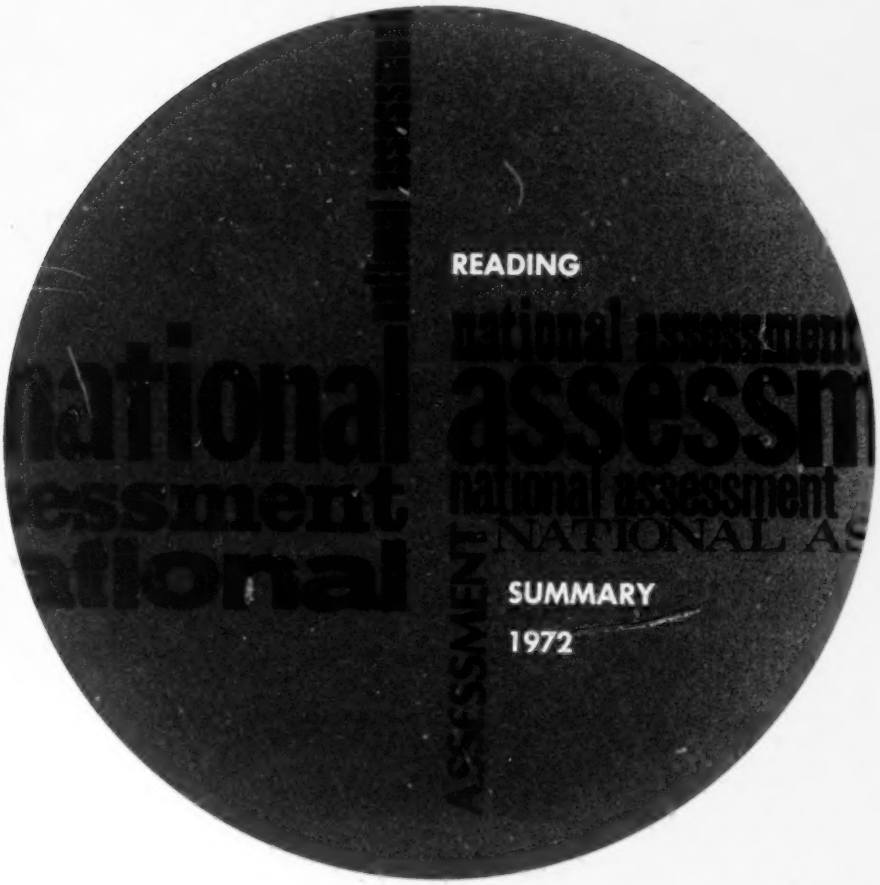

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PRELIMINARY REPORT 02-R-00

READING SUMMARY

CS 000 190

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
A PROJECT OF THE EDUCATION COMMISSION OF THE STATES

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of The Education Commission of the States

Robert W. Scott, Governor of North Carolina, Chairman, Education Commission of the States
Wendell H. Pierce, Executive Director, Education Commission of the States
James A. Hazlett, Administrative Director, National Assessment

Assessment Reports

#1	Science: National Results	July, 1970
#2a	Citizenship: National Results--Partial	July, 1970
#2	Citizenship: National Results	November, 1970
#3	Writing: National Results	November, 1970
#4	Science: Group Results A	April, 1971
#5	Writing: Group Results A	April, 1971
#6	Citizenship: Group Results A	July, 1971
#7	Science: Group Results B	December, 1971
#8	Writing: National Results--Writing Mechanics	February, 1972
#9	Citizenship: Group Results B	May, 1972
#02-GIY	Reading and Literature: General Information Yearbook	May, 1972
#02-R-20	Reading: Selected Exercises	May, 1972
#02-R-00	Reading: Summary Volume	May, 1972

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of the Education Commission of the States

REPORT 02-R-00

READING: SUMMARY

May, 1972

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

James A. Hazlett
Administrative Director

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This report is the product of many persons working together. The text of the report was written by Charles J. Gadway, Assistant to the Director, Department of Research and Analysis, National Assessment of Educational Progress.

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FOREWORD

The Reading assessment was conducted from October, 1970 through August, 1971 in conjunction with the assessment of Literature. The results of the Reading assessment are reported in different sections from those used to report the results of the year 01 assessment (Science, Citizenship, and Writing). We felt that it would be desirable to give all the relevant results for each exercise in one volume. This allows our consumers to look at an exercise, determine how well each group[1] responds to that exercise, and determine whether a group differed from the nation as a whole or was very similar to the nation as a whole in its response to that exercise.[2] It was obvious, however, that we could not meaningfully give all the results for all the Reading exercises in a single volume. A number of smaller volumes, each containing the results for a set of exercises which have some common characteristics, would be more meaningful to our consumers. We call these meaningful sets of exercises Reading themes. The results for each of the nine Reading themes[3] are given in nine separate volumes.

This volume gives an overview of the Reading results, discussing the following trends within each age level:

1. trends across groups within themes.
2. trends across themes within groups.
3. trends across groups within objectives; and
4. trends across objectives within groups.

These trends are expressed as median (middle) percentages of success in groups and as comparisons among these median percentages of success.

The trends across groups within each theme are repeated in the appropriate theme volumes.

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[1]National Assessment's groups are defined in chapter 3 of the General Information Yearbook (02-GIY)

[2]The methods for determining if a group is different from or similar to the nation as a whole are described in chapters 11 and 12 of the General Information Yearbook.

[3]The Reading themes and their rationale are discussed in chapter 2.

A General Information Yearbook was designed to help our consumers understand the purpose and goals of the National Assessment project and the philosophy of assessment as opposed to conventional testing. This volume also describes National Assessment's administrative and methodological procedures to help our consumers understand how the data are obtained and processed and what the data mean. The General Information Yearbook is oriented to the procedures and methodology for the year 02 assessment of Reading and Literature, but much of its content is general and can be applied to assessments of other subject areas in other years.

In addition to these volumes, a volume of the Reading exercises selected to be reported is available to anyone desiring it. It is intended primarily for a limited circulation to secondary users (e.g., state and local school systems) of National Assessment exercises and contains pertinent information regarding each exercise.

The majority of the Reading exercises are of the multiple-choice type. The respondent reads a passage or other type of material and then selected the answer (foil) which he believed to be correct. One unique feature of National Assessment's multiple-choice exercises is the inclusion of an "I don't know" foil designed to reduce the amount of guessing.

Some of the Reading exercises were open-ended or free response. These were exercises that required the respondent to carry out written directions or to recall facts which he had read (see chapter 2, themes 3B and 5B).

The multiple-choice exercises were machine scored. The open-ended exercises were scored by persons with college degrees. These persons were trained using scoring quides established by professional reading scholars based on results of tryouts of the Reading exercises.[4]

Each exercise being reported has been assigned a five digit "report number." The first digit refers to the theme. The second and third digits refer to the number of the exercise within the theme, and the fourth and fifth digits refer to the

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[4]See chapter 6 of the General Information Yearbook (02-GIY) for the details of scoring procedures.

subparts within an exercise. For example, consider exercise 21004:

2 = objective 2

1 = exercise 10 within objective 2

0

0 = part 4 of exercise 10 within theme 2

4

Limitations of the Data

The National Assessment of Educational Progress was created to provide educators, scholars, and lay persons concerned with education with data regarding the educational achievements of various groups[5] of young Americans in 10 subject areas.[6] Within the limits of error due to measurement and sampling error,[7] the obtained data as presented in National Assessment reports accurately describe the educational achievements of these groups as they actually exist in the real world. These obtained data portray the real problems facing education--improving the educational achievements of various groups of students.

When the data show that a group has achieved either above or below the nation as a whole, one must exercise extreme caution in attributing causation to these obtained differences. National Assessment is not intended to provide reasons for differences; its purpose is to describe such differences if they exist. Many factors may affect an individual's ability to give acceptable responses to exercises in the assessed subject areas. Consider for example a hypothetical group whose achievement is well above the national average. Most members of

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[5]These groups are defined in chapter 3, General Information Yearbook.

[6]See footnote 1, chapter 1, General Information Yearbook.

[7]See chapter 11, General Information Yearbook.

the group may attend schools which have excellent physical facilities and high quality faculties, belong to high socio-economic families, have parents with a high level of education, come from homes with many reading materials and so on. All these factors could contribute to the group's high level of achievement while membership in the group itself may contribute very little or nothing.

The name of a group is merely a categorical label. When we look at the data for a given group, therefore, we cannot say any difference in achievement between that group and the nation as a whole is attributable solely to membership in that group. In other words, a group must not be construed as necessarily being the cause or even being a cause for the differential achievement between that group and the nation as a whole.

Often members of groups like the hypothetical group described above are distributed in such a way that a disproportionately large percentage of them are also members of other groups which contribute to the group's high (or low) level of achievement. The data obtained from these groups do not allow one to evaluate the effectiveness of the educational process on these groups apart from the advantageous (or debilitating) factors. A statistical procedure called balancing adjusts for the disproportionate distribution of group members in other categories or groups for which there are adequate data available. This procedure gives the achievement data for the group in question that would have been obtained had the members of the group been distributed proportionately across these other categories or groups. National Assessment data, balanced for disproportionate representation, are presented in a special research volume. Again, great caution must be exercised in interpreting the balanced data. The balanced data still reflect many extraneous factors not assessed by National Assessment and, therefore, are still not "pure" measures of the achievements of the group in question. Even with balanced data, a group must not be construed as necessarily being the cause or even as being a cause for the differential achievement between that group and the nation as a whole.

CHAPTER 1

INTRODUCTION

Because reading is a complex activity, it can be defined in many ways, depending upon which aspect of reading and the reading process one emphasizes. Some schools of thought emphasize the role of phonics, others place stress on the decoding process or on the importance of reinforcement, still others emphasize the significance of motor and perceptual skills. The National Assessment of Reading was based on no one particular approach to the subject; its primary assumption was that information would help anyone who is interested in reading--regardless of his approach to the subject--determine for himself how well American children and young adults read.

The results of this assessment are being reported according to a number of "themes"--that is, concepts which unite groups of exercises assessing different aspects of the reading process or different skills involved in the development of reading ability. Some exercises, for instance, assess reading of non-textual materials, so their results are all grouped within a single theme called "Visual Aids"; exercises which assess comprehension constitute other themes, those assessing knowledge of reference materials still another, and so on. The themes in this report are based only on the exercises used in this assessment. This fact imposes a limitation on the reading themes in that, having been created exclusively within the scope of the Reading assessment, they do not completely represent <u>all</u> phases of reading skills. Their primary purpose is merely to serve as instruments for reporting results.

Themes do not replace the reading objectives, they simply organize meaningfully groups of exercises written with certain objectives in mind. For example, objective IA2 is "comprehend the meanings of words." This objective is further broken down into six more detailed areas; however, the exercises from all of these areas come under theme I, "Understanding Word Meanings." Chapters 2 and 3 discuss the Reading themes and objectives in more detail.

Though the study of reading and the reading process has yielded much valuable information in the last decade, there is still a great deal to be learned about how people read and how best to help children acquire reading skills. It is our hope that the National Reading Assessment results will be useful to everyone involved in the study and teaching of this most vital of educational tools.

CHAPTER 2

THE READING THEMES

When we say that we read, two activities are implied: (1) thoughtful behavior (2) which is directed toward one of a large variety of materials which impart some message (reading materials). In our everyday lives we encounter many types of reading materials, the most common being books, stories, poems, and newspaper or magazine articles. Less often, we also encounter such reading materials as reference works, directions, signs, labels, maps, forms, and others. Our cognitive behavior toward these materials may be simply the gleaning of significant facts; or it may involve organizing, criticizing or drawing inferences from the content of these materials.

The Reading themes are primarily divided by kinds of thoughtful types of reading materials and only secondarily the behaviors called for by the various types of materials. They were developed to cluster the Reading exercises into reporting categories that are meaningful to educators, scholars, and lay persons who are concerned about the reading skills of diverse groups of young Americans.[1]

The Reading themes were developed by several National Assessment staff members who studied the pool of assessed Reading exercises and grouped them into meaningful categories. They were developed after the completion of the Reading assessment; therefore, any types of reading materials not represented by the exercises included in the Reading assessment are not represented in the themes.

The pool of exercises was sent to a reading specialist who was told only to form clusters or groups of exercises which have "something in common"--especially their content. When both the National Assessment staff members and the reading specialist had arrived, independently, at sets of themes, they met to resolve differences and reach a consensus. After consulting a number of reading texts, they agreed upon a set of

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[1]These groups are listed and defined in chapter 3 of the General Information Yearbook.

nine themes. Each theme is described briefly below and in detail in its respective volume.

1. Word Meanings

   A. Understand word meanings in isolation.
   B. Understand word meanings in context.

Since most reading materials contain words, any thoughtful behavior toward them requires an understanding of the word meaning. When a word is in isolation (subtheme 1-A), the respondent must rely upon his former experience with the word. When a word is used in a specific context (subtheme 1-B), the respondent must detect any special shades of meaning of the word from the context in which it occurs.

2. Visual Aids

   A. Interpret drawings and pictures.
   B. Read signs and labels.
   C. Read charts, maps, and graphs.
   D. Read forms.

This theme involves reading materials which tend to be nontextual and are frequently used to clarify or augment the meaning of a passage, although they may be used in isolation. A variety of reading skills is required to obtain information from the materials.

3. Written Directions

   A. Understand written directions.
   B. Carry out written directions.

Directions are message-imparting materials that tell how to do something. The subtheme understand written directions requires only that a respondent indicate that he would or could perform what the directions state. The subtheme carry out written directions requires the respondent to actually perform what the directions state, with the implication that understanding is a prerequisite for adequate performance.

4. Reference Materials

   A. Know appropriate reference sources.
   B. Use reference materials correctly.

In order to utilize information from reference materials, an individual must first know which type of reference to consult

for a specific kind of information. This is the requirement of the subtheme know appropriate reference sources. Once the appropriate source is located, an individual must be able to extract the desired information. In most of the exercises representing the subtheme use reference materials correctly facsimiles of reference sources were used.

Themes 5-8 encompass exercises which require the reading of certain passages and require different levels of thoughtful behavior from respondent. "Passage" is used in a broad sense and covers most materials not covered by themes 1-4.

5. Significant Facts in Passage

   A. Recognize factual information
   B. Retain factual information.
   C. Understand relationships among facts.

This theme requires the most concrete level of cognitive behavior. The subtheme recognize factual information requires the respondent to extract certain facts while the passage is still available to him for reference. The subtheme retain factual information requires the respondent to recall certain facts when the passage is no longer available to him. The subtheme understand relationships among facts requires the respondent to discern ways in which certain facts relate to each other. While all three subthemes are concerned with facts, they require increasingly higher levels of thoughtful behavior.

6. Main Ideas and Organization of Passages

   A. Identify main ideas.

      (1) Identify topics.
      (2) Identify central thoughts.

   B. Discover organization.

This theme requires a higher level of (thought behavior) than theme 5 and is somewhat analogous to concept formation. The first subtheme, identify main ideas, is further subdivided into identify topics and identify central thoughts. The former requires the respondent to suggest an appropriate title for a passage while the latter requires the respondent to identify what point the author is attempting to make. The subtheme discover organization requires the respondent to identify the mode of the author's organization of facts, e.g.,

chronological sequence. This latter subtheme requires the respondent to go beyond the information given.

7. Inferences from Passages

A. Draw inferences from information given.
B. Draw inferences from information given plus additional information.

This theme requires that a respondent derive a conclusion not stated in the passage but which might logically be expected to follow from the organization of the information in the passage. In the first subtheme, the respondent needs only the information in the passage to derive a conclusion; but in the second subtheme, the respondent must also have some additional information based upon prior experience.

8. Critical Reading of Passages

A. Understand literary devices.
B. Recognize mood and tone.
C. Discriminate fact from opinion.
D. Recognize author's purpose.
E. Recognize and evaluate sources.

Critical reading requires from a respondent the highest level of cognitive behavior--analysis and reasoning. In addition it requires a reaction or an opinion about the passage, an interaction between author and reader leading to an understanding which is different from the sum of the contributions of both.

9. Reading Rate

Included in the last theme were two reading passages at each age level used as measures of the rate at which individuals read, and how well they comprehended what they read. The exercise at each age level was made up of two reading passages (one more difficult than the other) and 5 comprehension questions for each passage.

CHAPTER 3

THE READING OBJECTIVES

All National Assessment objectives--including the Reading objectives--must be deemed acceptable by three groups of individuals.[1] First, they must be considered important by scholars in the discipline of a given subject area, e.g., by Reading scholars. Second, they must be considered worthwhile and desirable teaching goals by educators. Third, lay persons concerned with education must agree that the objectives are both important and valuable for young people to attain.

The first five Reading objectives involve the respondent's ability, respectively, to comprehend, analyze, use, reason from, and make judgments concerning what he has read. These behaviors form a hierarchy of reading behaviors, i.e., one must be able to comprehend a passage before he can analyze it and analyze a passage before he can use it, reason from it, or make judgments concerning it. This hierarchical arrangement of behaviors represents a logical progression of what a student should be able to do as a result of the reading instruction he has received. The sixth Reading objective is concerned with attitudes toward and interests in reading. The six Reading objectives and the major subobjectives are:

I. Comprehend what is read.

   A. Read individual words.
   B. Read phrases, clauses, and sentences.
   C. Read paragraphs, passages, and longer works.

This objective is the most elementary or most concrete, requiring only the recognition of individual words in or out of context and the ability to extract facts from passages.

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[1] Chapter 3 of the General Information Yearbook--Year 02 gives the general procedures for developing National Assessment objectives. For a complete statement of the Reading objectives and a more detailed discussion of their development, refer to the National Assessment publication, Reading Objectives, available from: National Assessment of Education Progress Public Information Department, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

II. Analyze what is read.

A. Be able to trace sequences.

B. Perceive the structure and organization of the work.

C. See the techniques by which the author has created his effects.

This objective is a degree more abstract than the first objective. It requires the ability to detect relations among facts including organization of facts and recognizing sequences of facts.

III. Use what is read.

A. Remember significant parts of what is read.

B. Follow written directions.

C. Obtain information efficiently.

This is a performance or skills objective. It requires the respondent to recall facts from a passage he has read without referring to the passage, to perform various tasks on the basis of what he has read, and to demonstrate ability to obtain information from a wide variety of non-textual materials.

IV. Reason logically from what is read.

A. Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

B. Arrive at a general principle after examining a series of details.

C. Reason from a general principle to specific instances.

This objective requires a significantly greater use of abstracting ability than any previous objective. On the basis of reading a sequence of events, the respondent must determine what event would logically follow. The respondent must determine the main point or topic of a passage from the facts that are presented; or, if given a general concept, he must recognize a specific fact as belonging to the concept.

V. Make judgments concerning what is read.

A. Relate what is read to things other than the specific material being read.

B. Find and use appropriate criteria in making judgments about what is read.

C. Make judgments about a work on the basis of what is found in the work itself.

In some sense this is a practical or an applied version of objective IV. Like objective IV, it requires a high degree of abstracting ability; but it also requires the use of facts and/or concepts external to the passage. This latter may require relating facts and/or concepts in a passage to some aspect of the world at large, or it may require relating some fact and/or concept acquired in the respondents' past experience to the passage.

Once the Reading objectives were developed, they became the framework within which the Reading exercises were developed. Each exercise, therefore, must fulfill one of the above objectives by requiring some response which a student should be able to demonstrate.

VI. Have attitudes about and an interest in reading.

This objective was not assessed in 1970-71.

CHAPTER 4

DESCRIBING SUMMARY DATA

Limitations of Summary Data

In this summary report of the 1970-71 Reading assessment, we examine the trends of the reading knowledges, understandings, and skills as demonstrated by individuals at the four age levels assessed (9, 13, 17, young adult--26-35). We define these trends as the median (or midpoint of) percentages of success attained by various groups[1] on the exercises within each theme and objective. We must remember, therefore, that we are comparing median percentages of success which are midpoints of ranges of exercise percentages of success for groups. A median percentage of success represents a central tendency or average for a group on a given reading skill (theme or objective).

Meaning of National Percent of Success

The National Assessment contractors who developed these Reading exercises[2] constructed exercises with the intention that only a small number of individuals at each age level would perform successfully on about one-third of them; that about half of the individuals would perform successfully on another third; and a large number of individuals would perform successfully on the remaining third. If this plan had been effective for all types of reading skills and materials at all four age levels, we would have obtained national median percentages of success for all themes and objectives very near 50% at all age levels. This would tell us that individuals tend to read about as well as the exercise developers anticipated. The national median percentages of success we obtained, however, indicated that individuals read, with few exceptions, all types of materials much better than the exercise developers anticipated.

Limitations of Age Comparisons

We are primarily concerned with observing the trends in reading abilities of various groups within the four age levels. However, we also wish to examine any differences in various

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[1] These groups are defined in chapter 3 of the General Information Yearbook (02-GIY).

[2] See chapter 2, General Information Yearbook (02-GIY).

reading skills among the age levels. We must exercise special caution when we ascribe meaning (or interpretation) to such age comparisons.

Comparisons from age to age must be based on one or more of (1) exercise developers' and screeners' anticipations, (2) reader's judgments of comparative performance on different exercises at different age levels or (3) comparative performance on the same exercise at different age levels.

Only a small portion of the Reading exercises was administered at all four age levels. Some exercises were administered at two or three age levels, but most were administered at only one. The sort of reporting presented in this volume does not isolate exercises administered at more than one age. Thus the readers of this volume do not have evidence of type (3) to examine here. The anticipations of exercise developers and screeners were so largely outdone by the respondents as to make evidence of type (1) of very limited value. As a result, readers of this volumn will have to rely on the content and percentage of success for the illustrative exercises as their main basis for comparing ages.

Also, National Assessment age results are cross-sectional rather than longitudinal. That is, we obtained the data from individuals at the four age levels within a single assessment year rather than from one set of individuals as they progressed from age level to age level. We do not know that the 9-year-olds, for example--when they become 13-year-olds--would exhibit the same skills as the assessed 13-year-olds. Therefore, we cannot state unequivocally that an observed difference between two age levels truly represents progress (or regression) in a given reading skill.

CHAPTER 5

GENERAL OVERVIEW

In this chapter, we examine consistencies in the trends or patterns of reading skills and any noteworthy departures from these consistencies. When we note such consistencies or departures occurring from one age level to another, the reader should keep in mind the limitations of age comparisons given in chapter 4.

With the exception of age 17, theme differences provide a wider range of median percentages of success representing various reading skills than do differences from objective to objective. On the other hand, whether we consider themes or objectives, group differences remain relatively constant.

At age levels 9, 13, and 17, the median percentages of success for the themes tend to group into two clusters which become most separate at age 17 and then virtually coalesce for young adults. At the three highest age levels (13, 17, and adult), the high cluster contains those themes which require only the extraction of factual information while the low cluster contains those themes which require more abstract thought. At age 9, the theme, drawing inferences from passages, occurred in the high cluster while the factual themes, reference materials and significant facts from passages, occurred in the low cluster. At ages 9 and 13, the theme, word meanings, occurred in the high cluster; but at age 17 and the adult level, it occurred in the low cluster. This fluctuation can, at least in part, be ascribed to the differences between the performances anticipated by the exercise developers and screeners[1] and the actual performances.

The results for both themes and objectives demonstrate that some groups exhibit a higher achievement than other groups on specific reading skills. Also, any given group exhibits higher achievements on some types of reading skills than on others. Therefore, it is desirable to specify the reading skill or type of reading material involved when comparing one group to another.

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[1]Panels of lay persons and subject matter specialists--refer to chapter 2, General Information Yearbook (02-GIY).

Perhaps one of the most interesting influences on the current reading achievements of individuals at all age levels, is the amount of education attained by the parents of the respondents. However, we must keep in mind that this classification is a stand-in for many factors such as socio-economic level, availability of reading material and so on. When comparing respondents whose parents had no high school to those who have at least one parent with post-high-school training, the post-high-school group attain a median percentage of success as high as 30% more than the no-high-school group. The average (mean) difference between the post-high-school group and the no-high-school group median percentages of success was about 21%.

At the three school ages (9, 13, and 17), females consistently achieve higher median percentages of success than males on all reading skills; but this advantage virtually disappears at the adult level, where males achieve a slight advantage on some reading skills.

For all reading skills, Whites attain higher median percentages of success than Blacks with the White advantage increasing somewhat at the 17 and adult age levels.

Within the size-and type-of-community classification (applicable to in-school respondents only), the most notable differences in reading skills occur among the three extreme types of community. The largest difference between median percentages occurs between the inner-city and suburb groups with the rural median percentage of success falling in between but closer to the inner-city than to the suburb group. This pattern is most extreme at age 9 and diminishes through age 13 to age 17. The median percentages of success for the residual size-of-community groups tend to hover around the national median percentage of success.

At the three lowest age levels the typical pattern of median percentages of success shows the Northeast and Central about equally high, the West in the middle, and the Southeast lowest. At the adult level, the West is more nearly equal with the Northeast and Central; the Southeast remains lowest.

A more detailed discussion of trends within each age level is given in chapters 6-9.

CHAPTER 6

TRENDS FOR AGE 9

The 9-year-olds participating in the Reading assessment were born from January 1, 1961 through December 31, 1961. About three-fourths of them were enrolled in the fourth grade, and most of the remainder were enrolled in the third grade. In this chapter, we examine the trends or patterns of the reading achievements of 9-year-olds in the various National Assessment groups.[1] These reading abilities or skills are defined by National Assessment's Reading themes (see chapter 2) and objectives (see chapter 3).

Themes

The themes fall into two loose clusters with respect to difficulty which cannot be defined in terms of requiring high or low abstract cognitive processing. The high cluster contains the following themes listed in order of increasing difficulty. All themes except main ideas from passages had higher median percentages of success than anticipated by the exercise developers.

Theme	National Median
1. Word meanings	87%
2. Visual aids	85%
3. Written directions	81%
7. Drawing inferences from passages	78%

The low cluster contains the following themes listed in order of increasing difficulty:

Theme	National Median
4. Reference materials	64%
5. Facts from passages	60%
8. Critical reading	58%
6. Main ideas from passages	45%

[1] These groups are defined in chapter 3 of the General Information Yearbook (02-GIY).

The following exercises illustrate by example the median percentages of success for the Reading themes[2] at age 9, and thus illustrate what the exercise developers pessimistically thought would be exercises yielding 50% success.

1. Word meanings

Complete the sentence with the words that make the MOST sense.

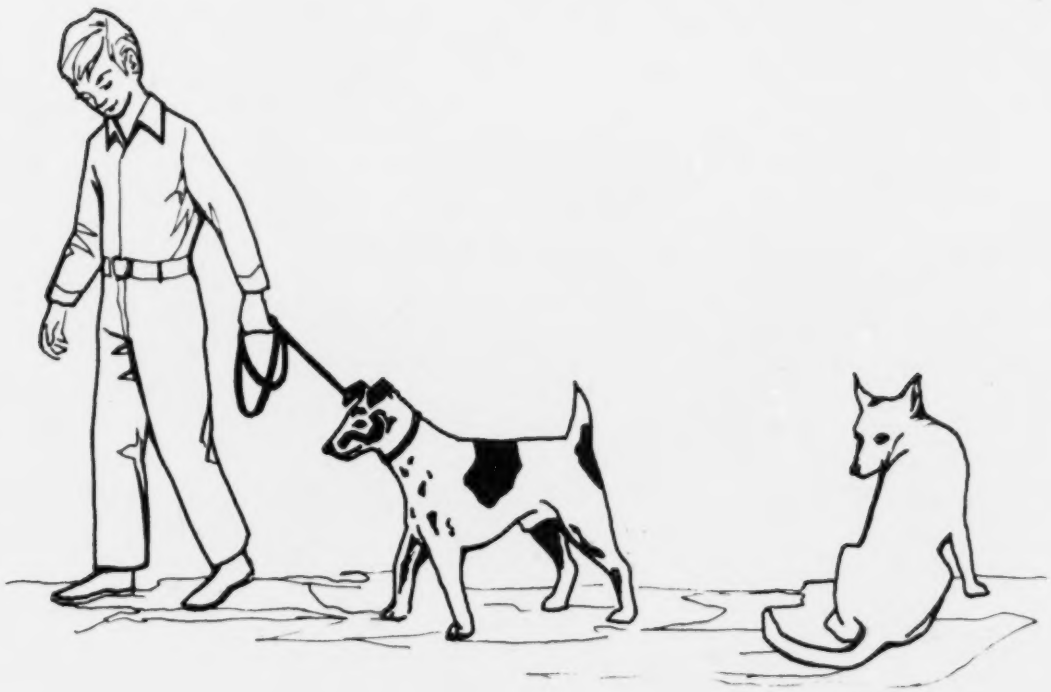
The boy wanted

- ● a new ball.
- ○ under dinner.
- ○ rode his bike.
- ○ to the circus.
- ○ stopped raining.
- ○ I don't know.

National percentage of success: 83%

[2]The group percentages of success and their differences from the National percentage of success for these exercises are given in Appendix A of the volume, Selected Exercises (02-R-20)

2. Visual aids



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

- ⬭ Tne boy has two dogs on a leash.
- ⬭ The boy is walking behind his dog.
- ● The dog on the leash has spots on it.
- ⬭ The dog sitting down has spots on it.
- ⬭ I don't know.

The national percentage of success is 85%

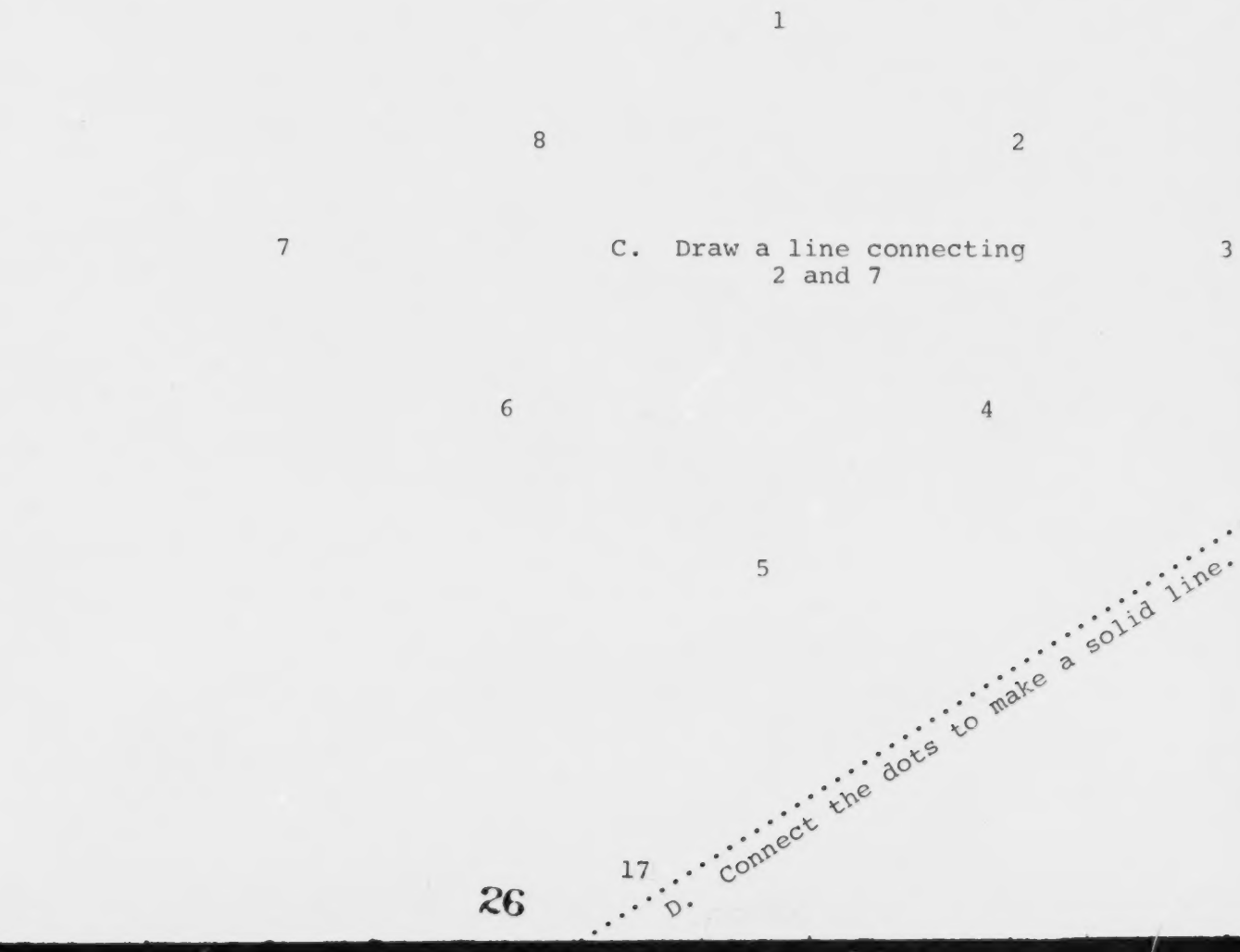
3. Written directions.

On the next page you will see four directions which you are to follow. Do as many as you can in the time you are given.

National percentage of success: 80%

A. Connect the dots to make a solid line.

B. Write the word "cat" on this line.



4. Reference materials

You want to call Mr. Jones on the telephone. You look in the phone book for his number. You would find it in between which names?

- ⬭ Jackson and Jacobs
- ⬭ Jacobs and James
- ⬭ James and Johnson
- ● Johnson and Judson
- ⬭ Judson and Justus

- ⬭ I don't know.

National percentage of success: 63%

5. Significant facts from passages

Read the passage and answer the question which follows it.

> Helen Keller was born in 1880 in Tuscumbia, Alabama. When she was two years old, she lost her sight and hearing as the result of an illness. In 1886 she became the pupil of Anne Sullivan, who taught Helen to "see" with her fingertips, to "hear" with her feet and hands, and to communicate with other people. Miss Sullivan succeeded in arousing Helen's curiosity and interest by spelling the names of objects into her hand. At the end of three years Helen had mastered both the manual and the braille alphabet and could read and write.[3]

Miss Sullivan's method of teaching chiefly made use of what?

- ⬭ Writing
- ⬭ Gestures
- ⬭ Pictures
- ⬭ Sound waves
- ⬬ Sense of touch
- ⬭ I don't know.

National percentage of success: 54%

---

[3]Helen Keller--Golden Home and High School Encyclopedia. Vol. 10. Published by Golden Press, Inc. Reprinted with Permission.

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6. Main ideas from passages

Read the passage and complete the sentence on the next page.

Scarlet fever begins with fever, chills, headache, and sore throat. A doctor diagnoses the illness as scarlet fever when a characteristic rash erupts on the skin. This rash appears on the neck and chest in three to five days after the onset of the illness and spreads rapidly over the body. Sometimes the skin on the palms of the hands and soles of the feet shreds in flakes. Scarlet fever is usually treated with penicillin and, in severe cases, a convalescent serum. The disease may be accompanied by infections of the ear and throat, inflammation of the kidneys, pneumonia, and inflammation of the heart.[4]

[4] Golden Home and High School Encyclopedia, Vol. 16. Published by Golden Press, Inc. Reprinted with Permission.

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The passage BEGINS by telling us

- ⬭ how to take care of scarlet fever.
- ⬭ how to keep from getting scarlet fever.
- ⬭ how old you have to be to get scarlet fever.
- ⬭ that other diseases may accompany scarlet fever.
- ⬬ how you look and feel when you get scarlet fever.
- ⬭ I don't know.

National percentage of success: 45%

7. Drawing inferences from passages

Read the story and answer the question which follows it.

> Silky was not like most spiders. He didn't like to eat flies. He just liked to play with them. He especially liked to play tag. Whenever he would catch a fly, he would say, "You're it," and then run away. The trouble was that the flies were so scared they wouldn't chase Silky. They just flew away.

Which one of the sentences tells BEST how Silky felt about flies?

- ⬭ Silky thought flies were dirty.
- ⬭ Silky thought flies were terrible.
- ⬬ Silky thought flies were good playmates.
- ⬭ Silky thought flies were very good to eat.
- ⬭ I don't know.

National percentage of success: 78%

8. Critical Reading

Read the story and answer the question which follows it.

> The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins--what could they be? What do they want? Whom have they come to haunt? Beware....

Why did the writer use the questions at the end of the paragraph?

- ⬭ To amuse you.
- ⬬ To help add mystery.
- ⬭ He wants you to answer them.
- ⬭ He wants you to find out who asked them.
- ⬭ To tell you they were asked by the ghosts.
- ⬭ I don't know.

The national percentage of success is 50%.

Region

Exhibit 6-1 shows the patterns of median percentages of success for the nation as a whole and the four geographic regions. The Northeast and Central median percentages of success were consistently above the national level; the Southeast median percentages of success were consistently below the national level. On two themes, however--reference materials and significant facts--the respective Southeast median percentages of success are only 1% and 2% below the national level. The West was the most variable region with median percentages of success above national on three themes (word meanings, visual aids, and main ideas); equal to national on drawing inferences; and below national on four themes (following directions, reference materials, significant facts, and critical reading).

Sex

Females attained higher median percentages of success than males on all themes. The largest difference occurred for reference materials (9%), and the smallest difference occurred for word meanings (2%). Refer to Exhibit 6-2.

Color

Whites attained median percentages of success on all themes from 2% to 4% above the national level. Blacks attained median percentages of success from 14% to 24% below the national level on all themes. The smallest difference was for reference materials; the largest differences were for written directions and main ideas. A reversal in order occurred for written directions and drawing inferences. Whites attained a higher median percentage of success for following directions than for drawing inferences while Blacks attained a higher median percentage of success for drawing inferences than for following directions. Refer to Exhibit 6-3.

Size-and-Type of Community

Exhibit 6-4 shows that the greatest amount of variation in median percentages of success occurs for the three extreme types of community. For all themes, the pattern of median percentages of success for these three extreme groups shows that the extreme-affluent-suburb group attained the highest median percentage of success, the extreme-inner-city group attained the lowest median percentages of success, and the extreme rural group attained median percentages of success which were consistently below the national level but not as far below as the median percentages of success for the extreme-inner-city group. These differences are more pronounced for the themes having the

middle national median percentages of success (the more difficult themes for age 9). (This is the usual relationship between difficulty level and group comparison.) The residual size-of-community groups[5] tended to have median percentage of success which hover near the national level--usually a little above but sometimes a little below. The pattern of the median percentages of success for these size-of-community groups can best be seen by looking at Exhibit 6-4.

Parental Education

The level of education attained by the parents of 9-year-olds increases the median percentage of success for all themes (see Exhibit 6-5). The greatest gains occur for the more difficult themes.

Objectives

The patterns of median percentages of success for the five Reading objectives across the various groups are similar to the theme patterns. The principal difference is that the objectives are more nearly alike in difficulty than the theme. The patterns are shown for region, sex, color, size-and-type of community, and parental education in Exhibits 6-6, 6-7, 6-8, 6-9, and 6-10 respectively.

[5] These are the size-of-community groups after the three extreme types-of-community have been extracted. See chapter 3, General Information Yearbook (02-GIY).

KEYS:

Themes

1. Word Meanings
2. Visual Aids
3. Written Directions
4. Reference Materials
5. Significant Facts
6. Main Ideas
7. Inferences
8. Critical Reading

Objectives

I. Comprehend What is Read
II. Analyze What is Read
III. Use What is Read
IV. Reason Logically from What is Read
V. Make Judgments About What is Read

Region

NE Northeast
SE Southeast
C Central
W West

Sex

M Male
F Female

Color

W White
B Black

Parental Education

NHS No High School
SHS Some High School
GHS Graduated from High School
PHS Post High School

Keys: continued

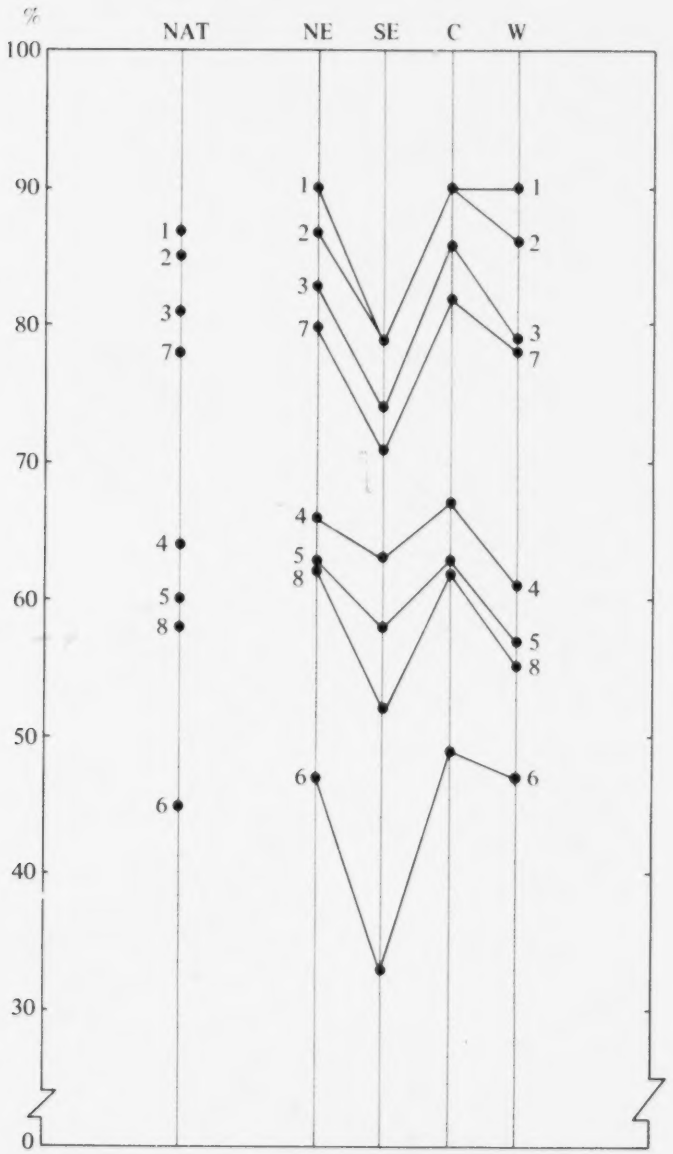
Size-and-Type of Community (STOC)

ER	Extreme Rural
EIC	Extreme Inner City
EAS	Extreme Affluent Suburb
ICF	Inner City Fringe
SF	Suburban Fringe
MC	Medium City
SC	Small City

Size of Community (SOC)

BC	Big City
UF	Urban Fringe
MC	Medium City
SP	Smaller Places

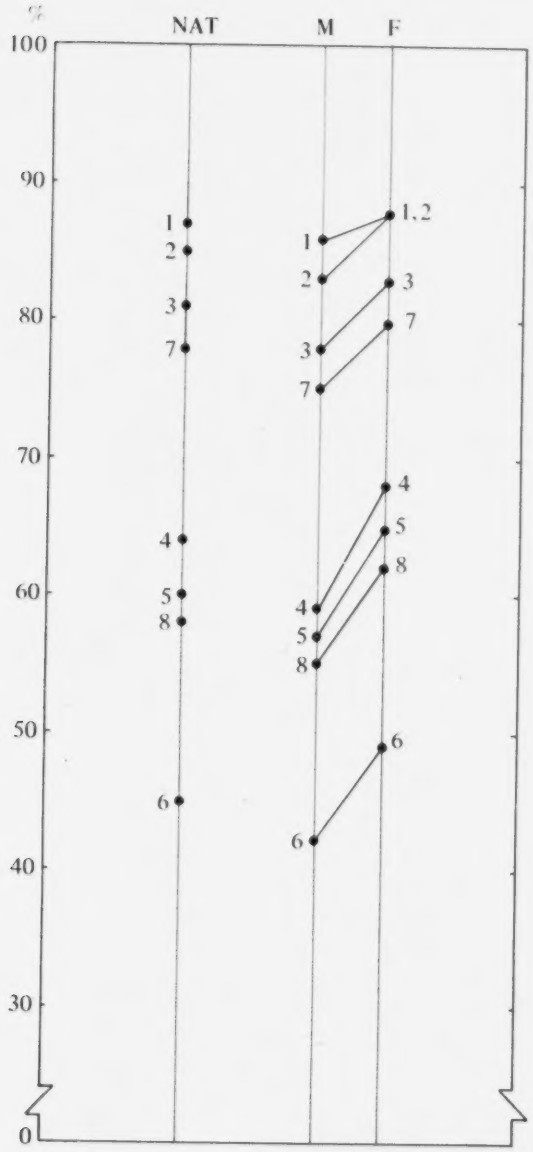
Exhibit 6-1
Median Percentages of Success for Region by Themes



KEY
NAT = National
Region:
NE = Northeast
SE = Southeast
C = Central
W = West

Themes
( ) = No. of Exercises
1. Word Meanings (13)
2. Visual Aids (19)
3. Written Directions (13)
4. Reference Materials (23)
5. Significant Facts (24)
6. Main Ideas (21)
7. Inferences (37)
8. Critical Reading (24)

Exhibit 6-2
Median Percentages of Success for Sex by Themes

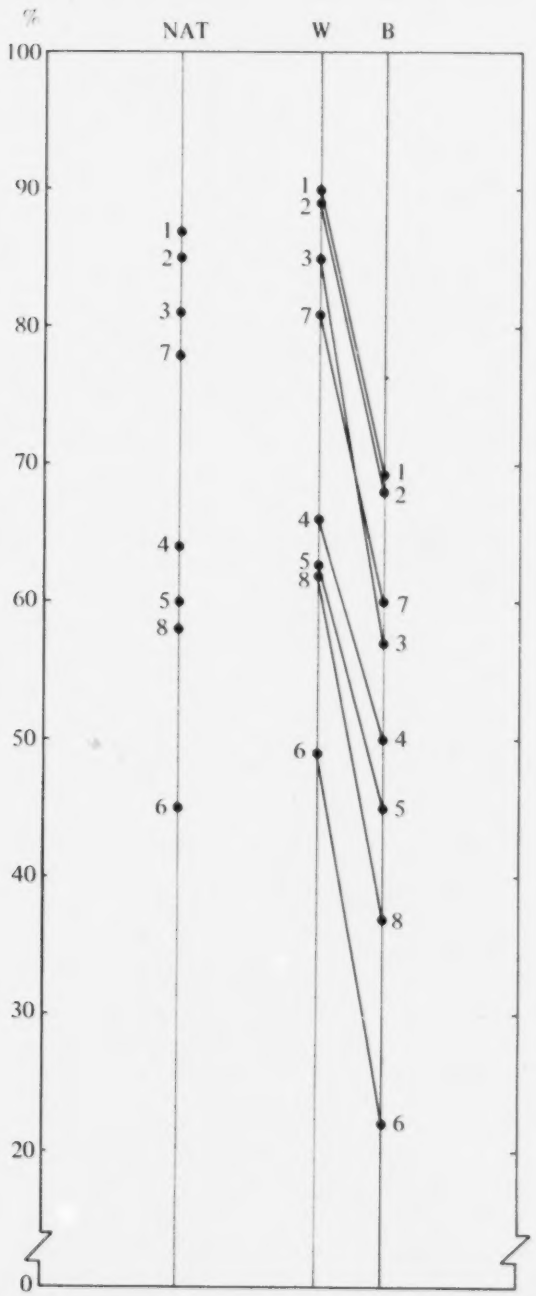


KEY

Sex
M = Male
F = Female

Themes
( ) = No. of Exercises
1. Word Meanings (13)
2. Visual Aids (19)
3. Written Directions (13)
4. Reference Materials (23)
5. Significant Facts (24)
6. Main Ideas (21)
7. Inferences (37)
8. Critical Reading (24)

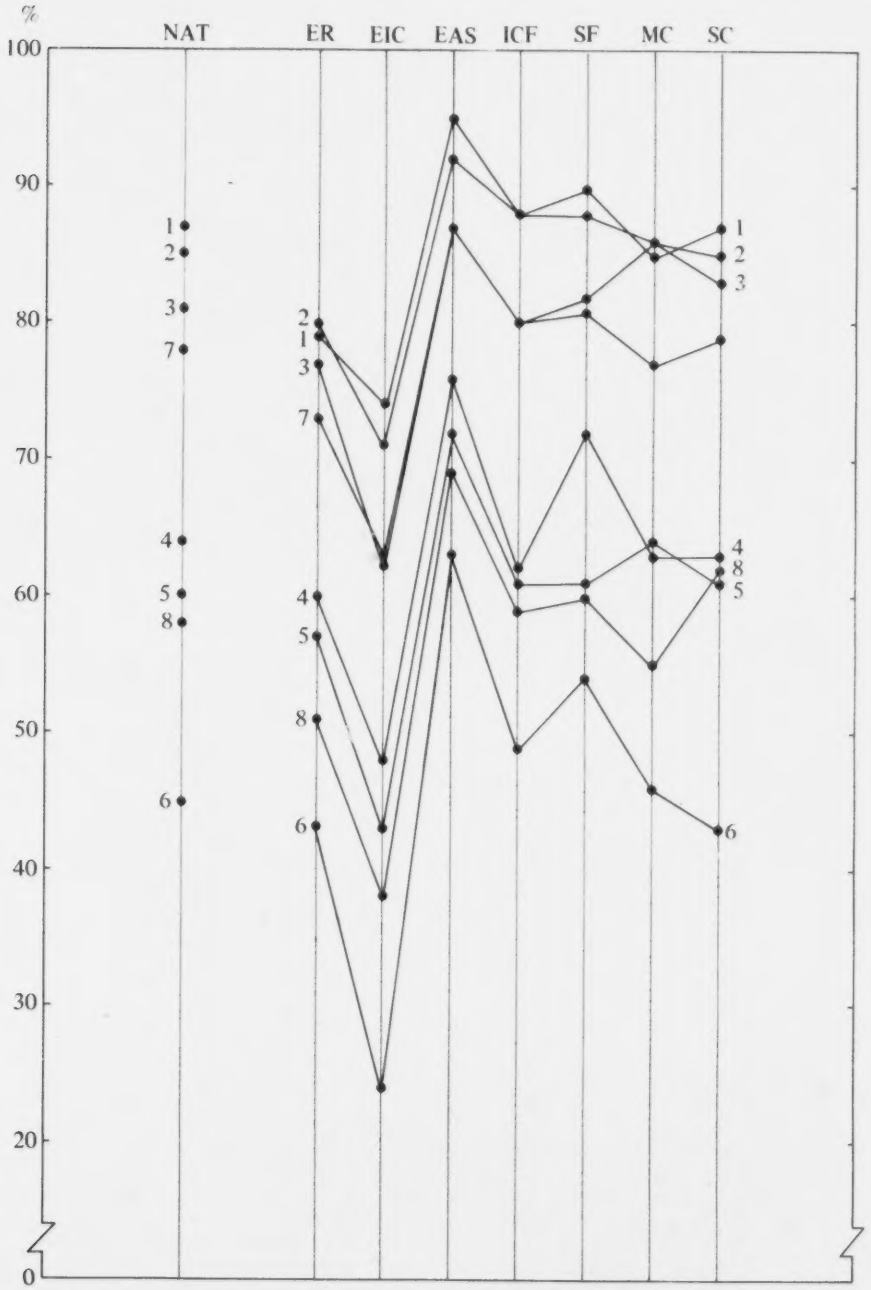
Exhibit 6-3
Median Percentages of Success for Color by Themes



KEY
NAT = National
Color:
W = White
B = Black

Themes
( ) = No. of Exercises
1. Word Meanings (13)
2. Visual Aids (19)
3. Written Directions (13)
4. Reference Materials (23)
5. Significant Facts (24)
6. Main Ideas (21)
7. Inferences (37)
8. Critical Reading (24)

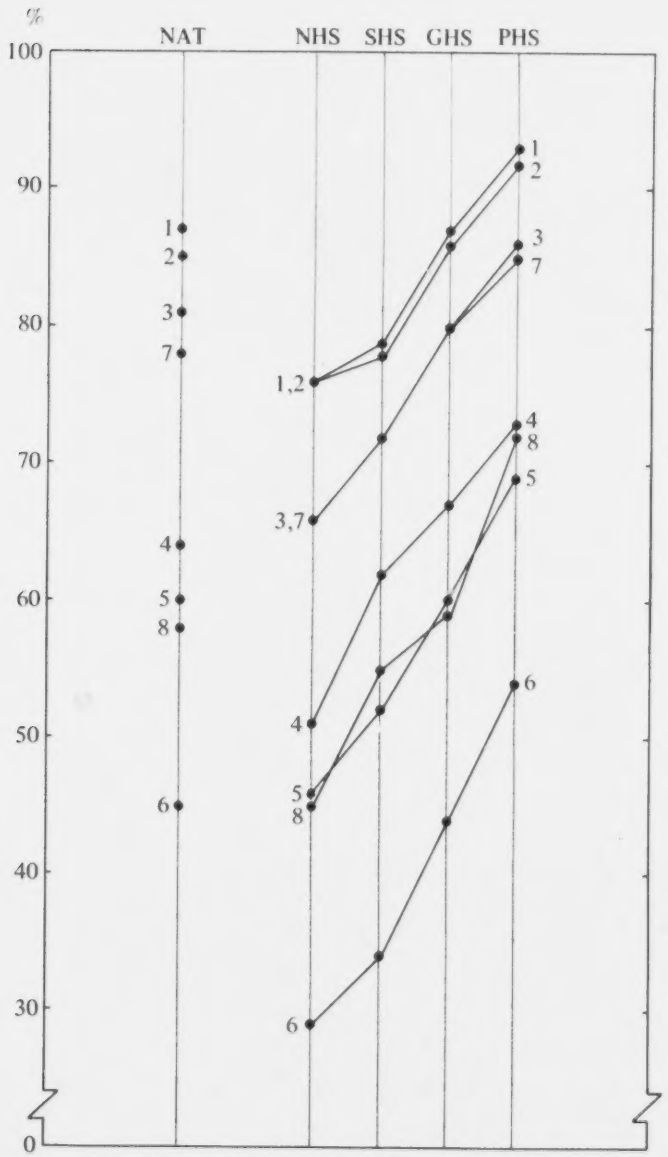
Exhibit 6-4
Median Percentages of Success for Size-and-Type of Community (STOC) by Themes



KEY
NAT = National
Size and Type of Community (STOC)
ER = Extreme Rural
EIC = Extreme Inner City
EAS = Extreme Affluent Suburb
ICF = Inner City Fringe
SF = Suburban Fringe
MC = Medium City
SC = Small City

Themes
( ) = No. of Exercises
1. Word Meanings (13)
2. Visual Aids (19)
3. Written Directions (13)
4. Reference Materials (23)
5. Significant Facts (24)
6. Main Ideas (21)
7. Inferences (37)
8. Critical Reading (24)

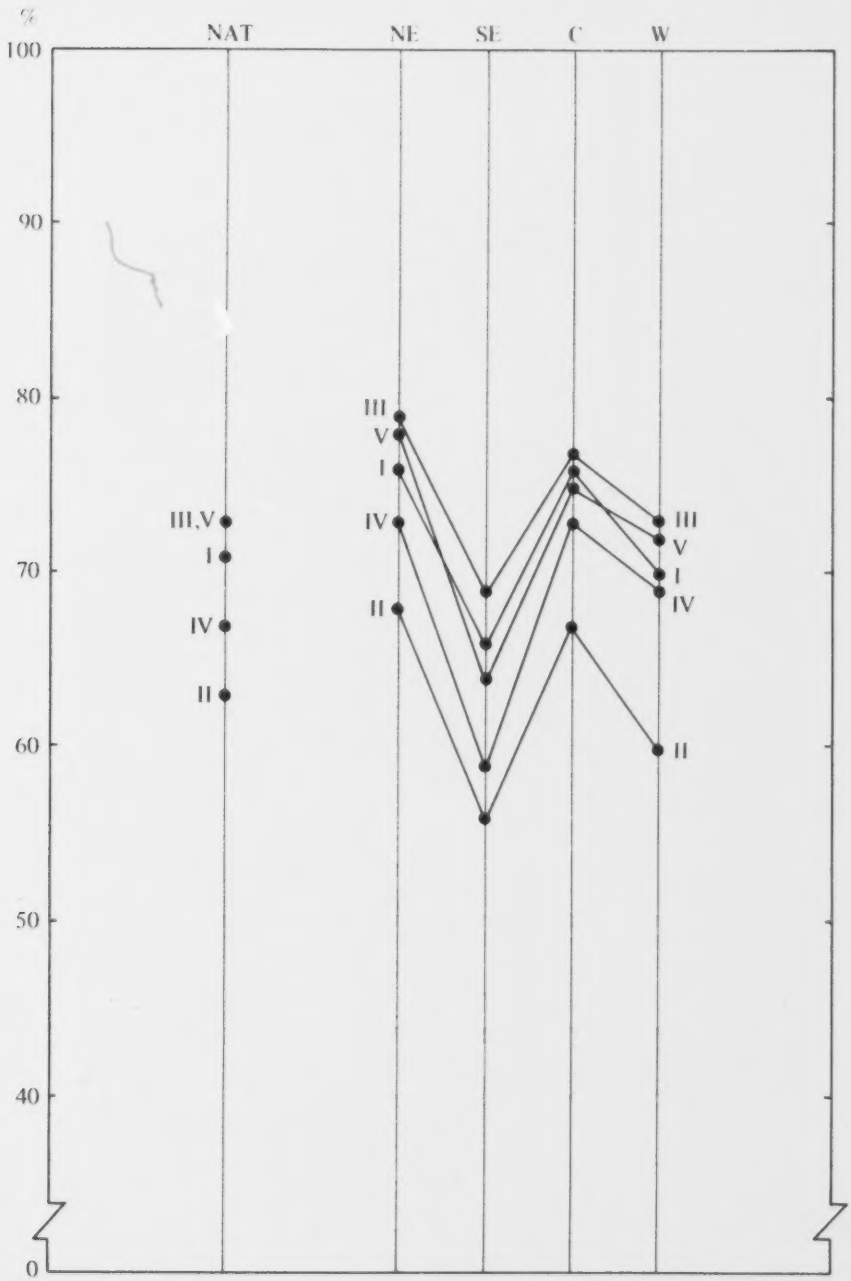
Exhibit 6-5
Median Percentages of Success for Parental Education by Themes



KEY
NAT = National
Parental Education:
NHS = No High School
SHS = Some High School
GHS = Graduated from High School
PHS = Post High School

Themes
( ) = No. of Exercises
1. Word Meanings (13)
2. Visual Aids (19)
3. Written Directions (13)
4. Reference Materials (23)
5. Significant Facts (24)
6. Main Ideas (21)
7. Inferences (37)
8. Critical Reading (24)

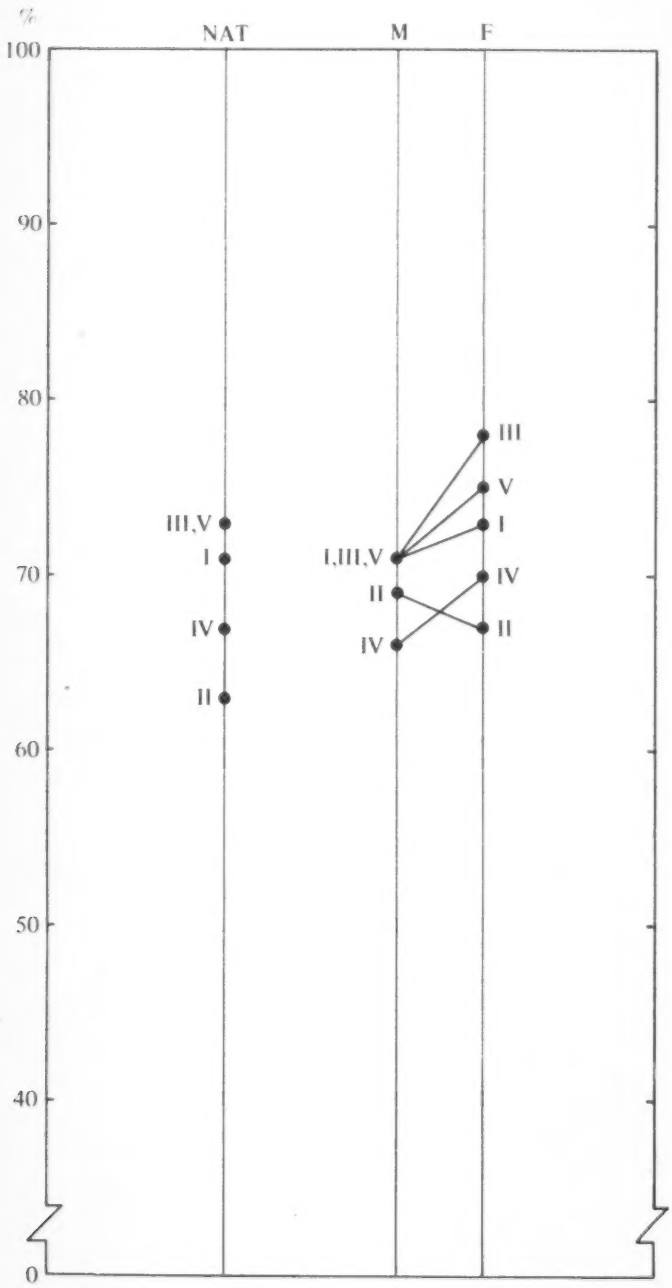
Exhibit 6-6
Median Percentages of Success for Region by Objectives



KEY
NAT = National
Region:
NE = Northeast
SE = Southeast
C = Central
W = West

Objectives
( ) = No. of Exercises
I Comprehend What is Read (83)
II Analyze What is Read (20)
III Use What is Read (48)
IV Reason Logically from What is Read (37)
V Make Judgments about What is Read (3)

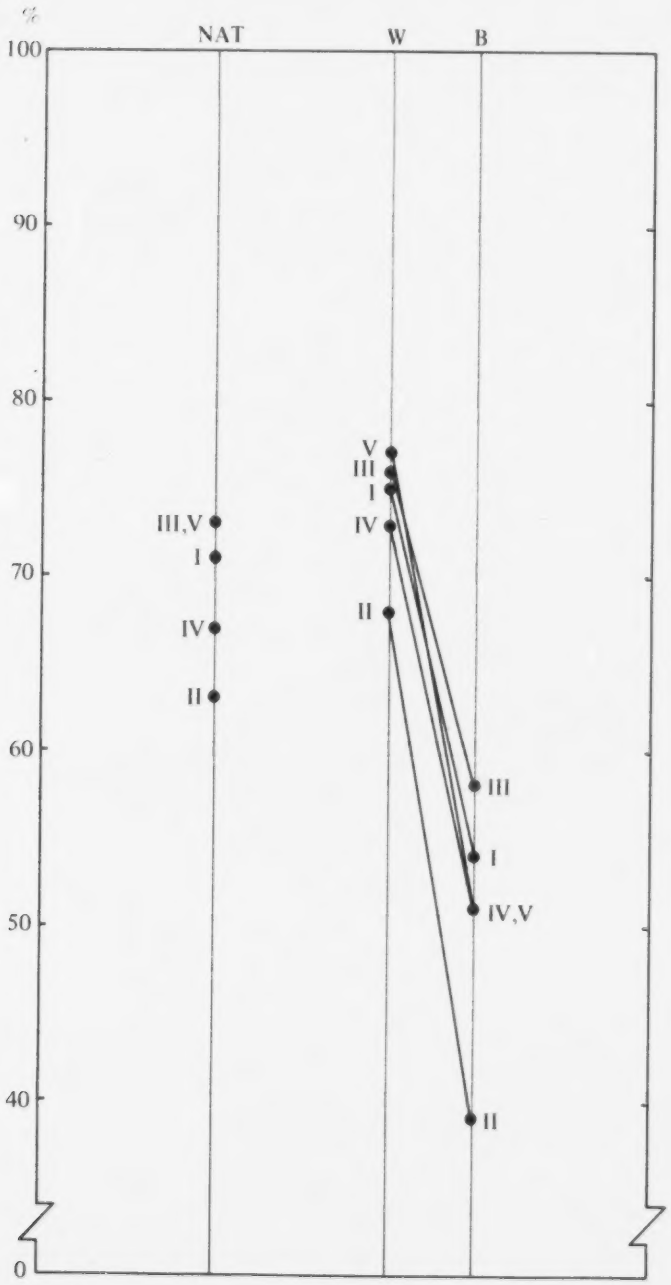
Exhibit 6-7
Median Percentages of Success for Sex by Objectives



KEY
NAT = National
Sex:
M = Male
F = Female

Objectives
( ) = No. of Exercises
I Comprehend What is Read (83)
II Analyze What is Read (20)
III Use What is Read (48)
IV Reason Logically from What is Read (37)
V Make Judgments about What is Read (3)

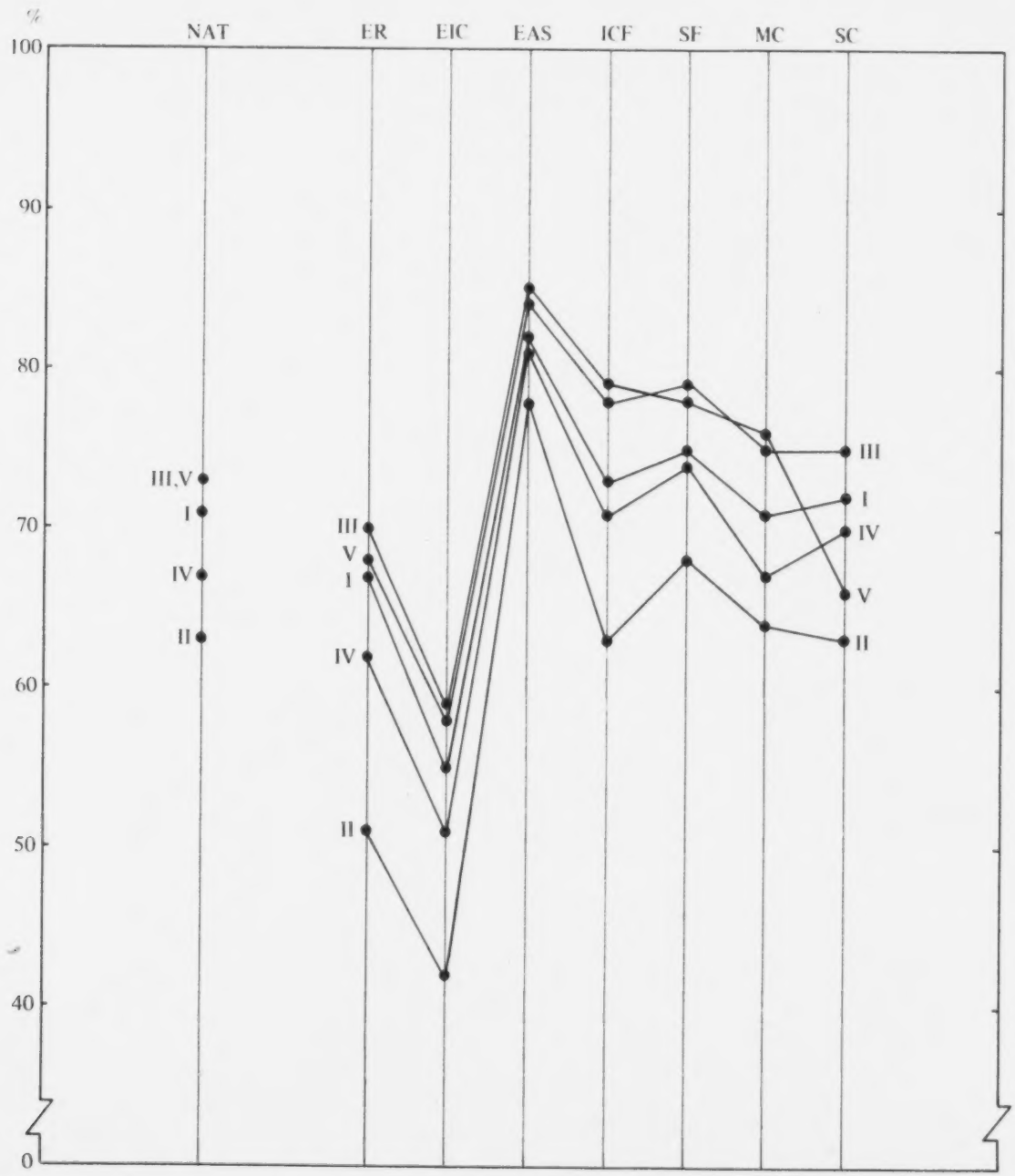
Exhibit 6-8
Median Percentages of Success for Color by Objectives



KEY
NAT = National
Color:
W = White
B = Black

Objectives
( ) = No. of Exercises
I Comprehend What is Read (83)
II Analyze What is Read (20)
III Use What is Read (48)
IV Reason Logically from What is Read (37)
V Make Judgments about What is Read (3)

Exhibit 6-9
Median Percentages of Success for Size-and-Type of Community by Objectives



KEY

NAT = National

Size and Type of Community (STOC)

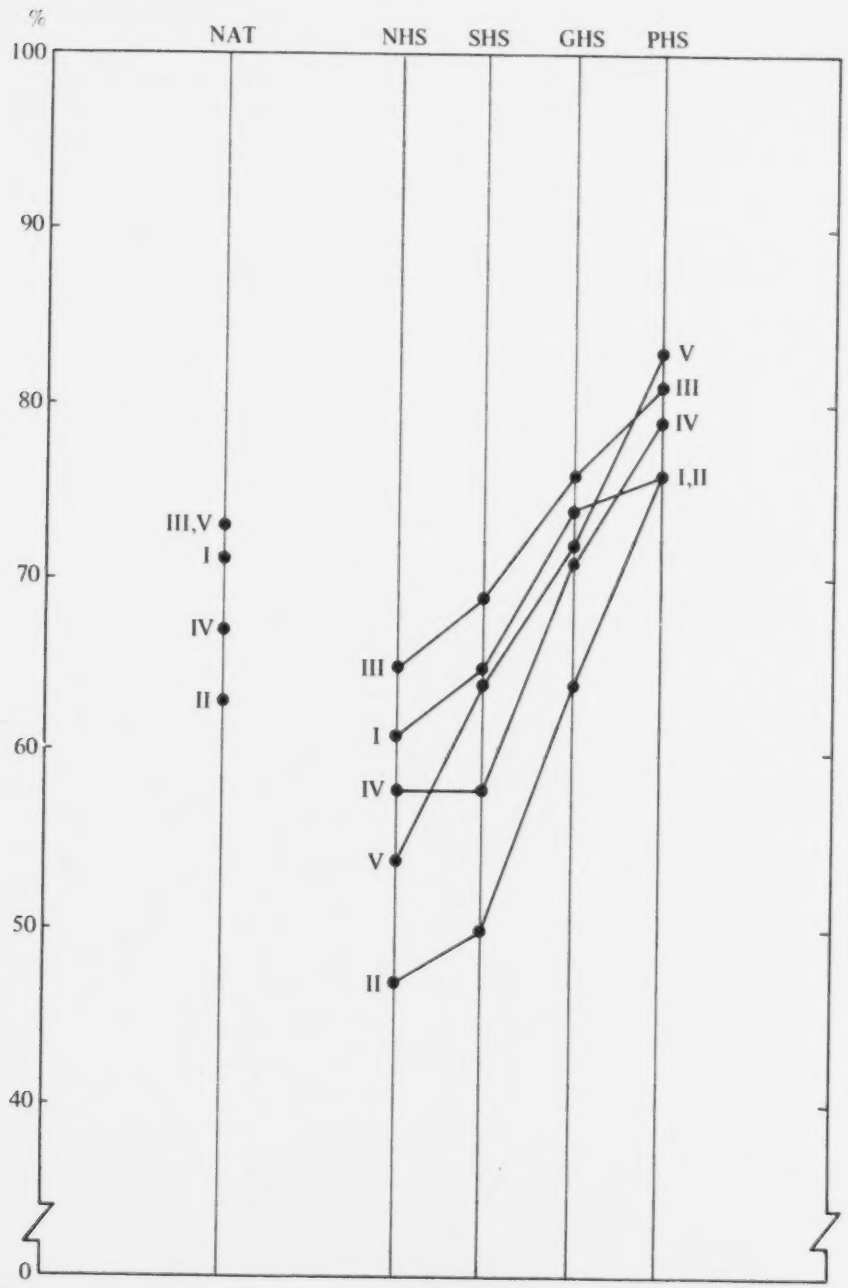
ER = Extreme Rural
EIC = Extreme Inner City
EAS = Extreme Affluent Suburb
ICF = Inner City Fringe
SF = Suburban Fringe
MC = Medium City
SC = Small City

Objectives

( ) = No. of Exercises

I Comprehend What is Read (83)
II Analyze What is Read (20)
III Use What is Read (48)
IV Reason Logically from What is Read (37)
V Make Judgments about What is Read (3)

Exhibit 6-10
Median Percentages of Success for Parental Education by Objectives



KEY
NAT = National Parental Education
NHS = No High School
SHS = Some High School
GHS = Graduated from High School
PHS = Post High School

Objectives
( ) = No. of Exercises
I Comprehend What is Read (83)
II Analyze What is Read (20)
III Use What is Read (48)
IV Reason Logically from What is Read (37)
V Make Judgments about What is Read (3)

Age 9 Exhibit 6-11

Median Percentages of Success for Region

Theme Number	NAT %	NE %	SE %	C %	W %
1	87	90	79	90	90
2	85	87	79	90	86
3	81	83	74	86	79
4	64	66	63	67	61
5	60	63	58	63	57
6	45	47	33	49	47
7	78	80	71	82	78
8	58	62	52	62	55

Age 9 Exhibit 6-12

Median Percentages of Success for Sex

Theme Number	NAT %	Male %	Female %
1	87	86	88
2	85	83	88
3	81	78	83
4	64	59	68
5	60	57	65
6	45	42	49
7	78	75	79
8	58	55	63

Age 9

Exhibit 6-13

Median Percentages of Success for Color

Theme Number	NAT %	White %	Black %
1	87	90	69
2	85	89	68
3	81	85	56
4	64	66	50
5	60	63	45
6	45	49	27
7	78	81	60
8	58	62	37

Age 9

Exhibit 6-14

Median Percentages of Success for STOC

Theme Number	NAT %	ER %	EIC %	EAS %	ICF %	SF %	MC %	SC %
1	87	79	74	95	88	90	85	87
2	85	80	71	92	88	88	86	85
3	81	77	62	87	80	82	86	83
4	64	60	48	76	62	72	63	63
5	60	57	43	72	61	61	64	61
6	45	43	24	63	49	54	46	43
7	78	73	63	87	80	81	77	79
8	58	51	38	69	59	60	55	62

Age 9 Exhibit 6-15

Median Percentages of Success for Parental Education

Theme Number	NAT %	NHS %	SHS %	GHS %	PHS %
1	87	76	79	87	93
2	85	76	78	86	92
3	81	66	72	80	86
4	64	51	62	67	73
5	60	46	52	60	69
6	45	29	34	44	54
7	78	66	72	80	85
8	58	45	55	59	72

Age 9

Exhibit 6-16

Median Percentages of Success for Region

Objective Number	NAT %	NE %	SE %	C %	W %
I	71	76	66	76	70
II	63	68	56	67	60
III	73	79	69	77	73
IV	67	73	59	73	69
V	73	78	64	75	72

Age 9 Exhibit 6-17

Median Percentages of Success for Sex

Objective Number	NAT %	Male %	Female %
I	71	71	73
II	63	58	69
III	73	71	78
IV	67	66	70
V	73	71	75

Age 9

Exhibit 6-18

Median Percentages of Success for Color

Objective Number	NAT %	White %	Black %
I	71	75	54
II	63	67	39
III	73	76	58
IV	67	73	51
V	73	77	51

Age 9

Exhibit 6-19

Median Percentage of Success for STOC

Objective Number	NAT %	ER %	EIC %	EAS %	ICF %	SF %	MC %	SC %
I	71	67	55	82	73	75	71	72
II	63	51	42	78	63	68	64	63
III	73	70	59	84	78	79	75	75
IV	67	62	51	81	71	74	67	70
V	73	68	58	85	79	78	76	66

Age 9

Exhibit 6-20

Median Percentages of Success for Parental Education

Objective Number	NAT %	NHS %	SHS %	GHS %	PHS %
I	71	61	65	74	76
II	63	47	50	64	76
III	73	65	69	76	81
IV	67	58	58	71	79
V	73	54	64	72	83

CHAPTER 7

TRENDS FOR AGE 13

The 13-year-olds who participated in the Reading assessment were born from January 1, 1957 through December 31, 1957. About three-fourths of them were enrolled in the eighth grade and most of the remainder were enrolled in the seventh grade. In this chapter, we examine the trends or patterns of the reading achievements of 13-year-olds in the various National Assessment groups.[1] These reading abilities or skills are defined by National Assessment's Reading themes (see chapter 2) and objectives (see chapter 3).

Themes

The themes fall into two loose clusters with respect to difficulty, with some crossover in order within each cluster from group to group. All themes, with the possible exception of main ideas from passages had higher median percentages of success than anticipated by the exercise developers (see chapter 4). The high cluster is comprised of the four themes which require only the extracting of facts from various materials, i.e., a low level of abstract cognitive processing and the theme--word meanings. These themes in order of increasing difficulty are:

Theme	National Median
3. Written directions	83%
1. Word meanings	76%
4. Reference materials	74%
2. Visual aids	72%
5. Facts from passages	71%

The low cluster requires a high level of abstract cognitive processing. These themes in order of increasing difficulty are:

Theme	National Median
8. Critical reading	60%
7. Drawing inferences from passages	59%
6. Main ideas from passages	51%

[1]These groups are defined in chapter 3 of the General Information Yearbook (02-GIY).

The following exercises illustrate by example the national median percentages of success for the Reading themes[2] at age 13, and thus illustrate what the exercise developers pessimistically thought would be exercises yielding 50% success.

1. Word meanings

Read the sentence and fill in the oval beside the group of words which tells what the sentence means.

"I certainly won't miss that movie."

- ⬭ I like that movie.
- ⬬ I'm going to that movie.
- ⬭ I'm not going to that movie.
- ⬭ I hope I'll see that movie but I don't know if I can.
- ⬭ I didn't see that movie, although it was here all fall.
- ⬭ I don't know.

National percentage of success: 76%

---

[2]The group percentages of success and their differences from the national percentage of success for these exercises are given in Appendix A of the volume, Selected Exercises (02-R-20)

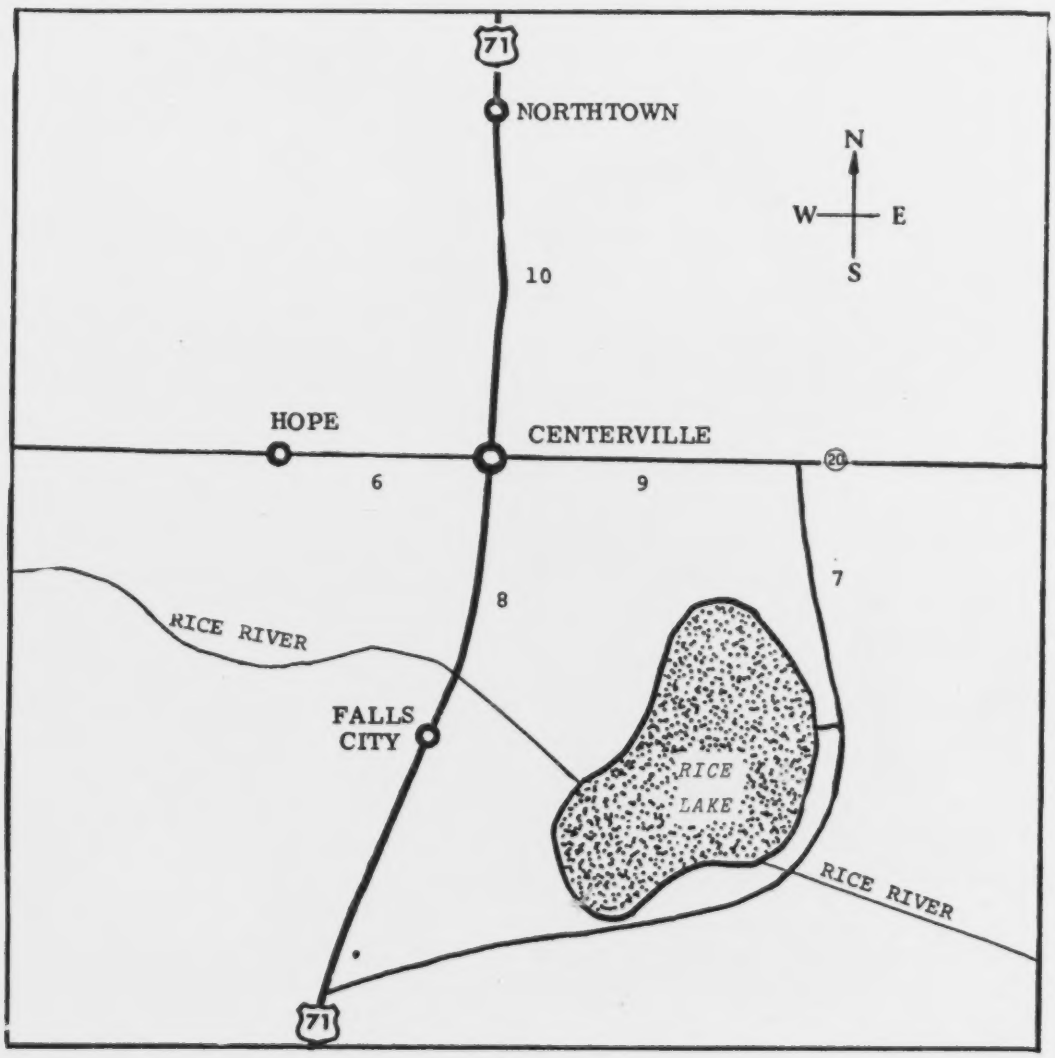
2. Visual aids

Look at the map and read the sentence carefully. If what the sentence says is true, fill in the oval beside "True." If what the sentence says is not true, fill in the oval beside "False." If you can't decide if the sentence is true or false fill in the oval beside "I don't know."

Highway (20) runs on the south side of Rice River.

- ⬭ True
- ⬬ False
- ⬭ I don't know.

National percentage of success: 71%



3. Written directions

Read the sentences and do what they tell you to do.

In the space below, put three dots about one inch apart from each other, but not in a straight line. Connect the dots with three straight lines.

The figure which you have made is called a

- ○ circle.
- ○ line.
- ○ square.
- ● triangle.
- ○ I don't know.

National percentage of success: 85%

4. Reference materials

Here is part of a TV guide[3] you might find in a newspaper. After reading it answer the question which follows it.

2:00 p.m.	[2]	Super Mutt - Cartoons
	[4]	Baseball [Color] Teams to be announced. (Runs to 4:00; followed by Baseball Scoreboard.)
	[6]	Top Cat - Cartoons
	[7]	Movie - Mystery "Master Sleuth" (1945) Master detective (Bob Johnston) and sidekick (Pat Morgan) are on the trial of a deadly escaped convict. Sue Jones, Mort Roberts (90 min.)
2:30 p.m.	[2]	Children's Variety [Repeat] Today the show goes to Detroit to watch cars being assembled (60 min.)
	[6]	Visit the Zoo [Special] Famous San Diego Zoo is toured.
3:00 p.m.	[6]	Music Beat Jay Nickels hosts an hour of popular music of local groups.

Why is there no new program listed on Channel 4 beginning at 3:00 p.m.?

---

[3] TV Guide--Adapted from TV Guide Magazine, with permission. Reprinted with Permission.

5. Significant facts from passages

Read the passage and answer the question which follows it.

> Helen Keller was born in 1880 in Tuscumbia, Alabama. When she was two years old, she lost her sight and hearing as the result of an illness. In 1886 she became the pupil of Anne Sullivan, who taught Helen to "see" with her fingertips, to "hear" with her feet and hands, and to communicate with other people. Miss Sullivan succeeded in arousing Helen's curiosity and interest by spelling the names of objects into her hand. At the end of three years Helen had mastered both the manual and the braille alphabet and could read and write. She began speech lessons in 1890 with Sarah Fuller. Helen entered Radcliffe College in 1900 and was elected vice-president of her freshman class. She completed her studies and was graduated with honors in 1904. After graduation, Helen began to study the problems of the blind. She toured the United States, Europe, and Asia, giving lectures on behalf of the handicapped. She also wrote many books and articles, including an autobiography of her early years.[4]

According to the passage, what was the extent of Miss Keller's lecture tours?

- ⬭ Only in the United States
- ⬭ Only in two countries
- ⬭ Only on two continents
- ● Only on three continents
- ⬭ I don't know.

National percentage of success: 72%

---

[4] Helen Keller--Golden Home and High School Encyclopedia. Vol. 10. Published by Golden Press, Inc. Reprinted with Permission.

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6. Main ideas from passages

Read the story on the opposite page so that you can complete the sentence.

The title which tells most about this story is

- ⬭ "Painted Easter Eggs."
- ⬬ "Easter Eggs in the Past."
- ⬭ "Easter Eggs in Scotland."
- ⬭ "Easter Eggs in King Edward's Day."

- ⬭ I don't know.

Almost seven hundred years ago, King Edward of England bought 450 Easter eggs painted gold and other bright colors. He paid about 18 cents for all of them. Prices have gone way up since then. Easter eggs have been made not only from real eggs. Some of the most beau ful were fancy oval-shaped objects of silver and enamel, colorful stones or glass. Many had ribbons, beads, or feathers on them. Some of the tastiest looking eggs could not be fried or boiled. They were made of chocolate or of sugar-filled candy. During the 19th century, candy eggs with a window at one end and tiny scenes inside were given as gifts. In England messages and dates were written on the eggs, and in Scotland children were given hard-boiled eggs as toys on Easter Sunday.

National percentage of success: 54%

7. Inferences from passages

Read the passage and answer the question which follows it.

> Apparently Frangibles could take themselves apart atomically and enter right into any other substance. They communicated by thought waves, occasionally merging "heads" for greater clarity. Two Frangibles who were in love with each other would spend most of their time merged into one; they were a bluish-green color unless they were having a lover's quarrel, when they turned gray.[5]

In order to find out about an object which interested him, what would a Frangible MOST likely do?

---

[5]Frangibles--Martha S. Clapp, Space Trip. Copyright, 1966 by Martha S. Clapp. Reprinted with Permission.

- ○ Take it apart
- ● Enter into it
- ○ Study it scientifically
- ○ Ask earth scientists about it
- ○ Wait to see if it would change color.
- ○ I don't know.

National percentages of success: 59%

8. Critical Reading

You will be asked to figure out the meaning of a word from the way it is used in this poem. Read the poem carefully and answer the question which follows it.

AUTO WRECK

1 Its quick soft silver bell beating, beating,

Poem removed due to copyright restrictions

14 As the doors, an afterthought, are closed.[6]

What does the word "Wings" in Line 6 mean in the context of this poem?

- ○ Flies
- ● Turns
- ○ Parts of a building
- ○ The forelimbs of a bird
- ○ I don't know.

Median percentage of success: 60%

---

[6]Auto Wreck Karl Shapiro, "Auto Wreck," in Poems 1940-1953. New York: Random House, 1953. Reprinted with Permission.

Region

The Central region had the highest median percentage of success on all themes except significant facts (on which the Northeast had the highest median percentage of success) and drawing inferences (on which Northeast and Central had equal median percentages of success). The West had lower median percentages of success than the Northeast on all themes except for reference materials (on which Northeast and West had nearly equal median percentages of success). The South had the lowest median percentage of success on all themes. Relative to the other regions, the South had its highest median percentage of success on main ideas from passages. See Exhibit 7-1. Typically the West was about 5% lower than the Central and Northeast regions, while the Southeast was about 11% lower.

Sex

Females had higher median percentages of success than males on all themes--the difference ranging from six to eight percentage points. See Exhibit 7-2.

Color

Whites had higher median percentages of success than Blacks on all themes. The largest difference occurred for word meanings (31 percentage points); the smallest difference occurred for significant facts from passages (18 percentage points), both of which had relatively high national median percentages of success. See Exhibit 7-3.

Size-and-Type of Community

The extreme inner-city had the lowest median percentages of success on all themes. The extreme-affluent-suburbs had the highest median percentages of success on all themes except for word meanings (on which small cities had the highest). The extreme-rural group had median percentages of success below all the residual size-of-community groups[6] for all themes. The residual size-of-community groups (with the small-city exception noted above) had median percentages of success between the extreme-affluent-suburb and extreme-rural. See Exhibit 7-4. The order of median percentage of success, with one exception was: Inner-city lowest, then rural, then the not-extreme groups, then affluent-suburb highest. The exception was word meanings, where small cities had 2% higher median percentage of success than affluent suburbs.

[6]The residual size-of-community groups are those remaining after the extraction of the extreme types of community from the original sizes of community. See chapter 3 of the General Information Yearbook (02-GIY).

Parental Education

Exhibit 7-5 shows that, for each theme, greater parental education corresponded to a higher median percentage of success. The smallest difference between no parental high school and beyond high school (22 percentage points) occurred for word meanings, visual aids, and main ideas from passages. The largest difference (29 percentage points) occurred for drawing inferences from passages.

Objectives

The patterns of median percentages of success for the five Reading objectives across the various groups are similar to the themes patterns. The objectives did not form clusters with respect to difficulty as the themes did. The objectives patterns are shown for region, sex, color, size-and-type of community, and parental education in Exhibits 7-6, 7-7, 7-8, 7-9, and 7-10 respectively.

KEYS:

Themes

1. Word Meanings
2. Visual Aids
3. Written Directions
4. Reference Materials
5. Significant Facts
6. Main Ideas
7. Inferences
8. Critical Reading

Objectives

I. Comprehend What is Read
II. Analyze What is Read
III. Use What is Read
IV. Reason Logically from What is Read
V. Make Judgments About What is Read

Region

NE Northeast
SE Southeast
C Central
W West

Sex

M Male
F Female

Color

W White
B Black

Parental Education

NHS No High School
SHS Some High School
GHS Graduated from High School
PHS Post High School

Keys: continued

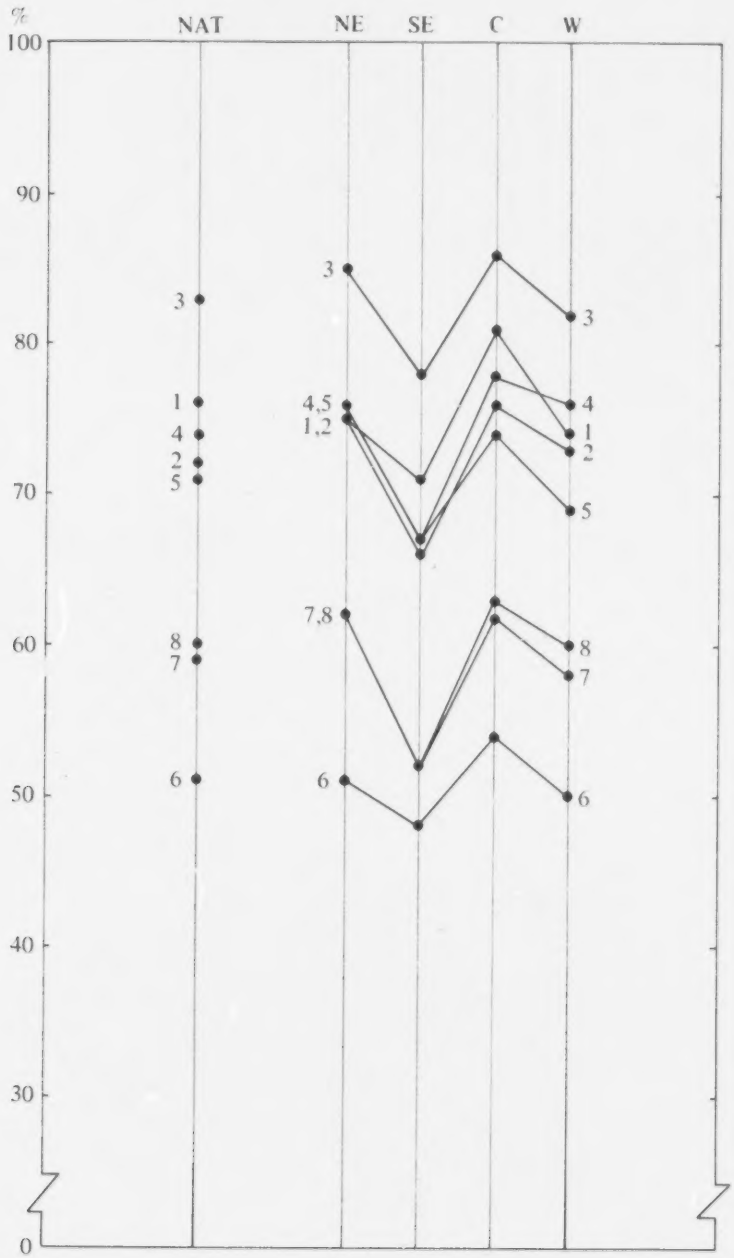
Size-and-Type of Community (STOC)

ER Extreme Rural
EIC Extreme Inner City
EAS Extreme Affluent Suburb
ICF Inner City Fringe
SF Suburban Fringe
MC Medium City
SC Small City

Size of Community (SOC)

BC Big City
UF Urban Fringe
MC Medium City
SP Smaller Places

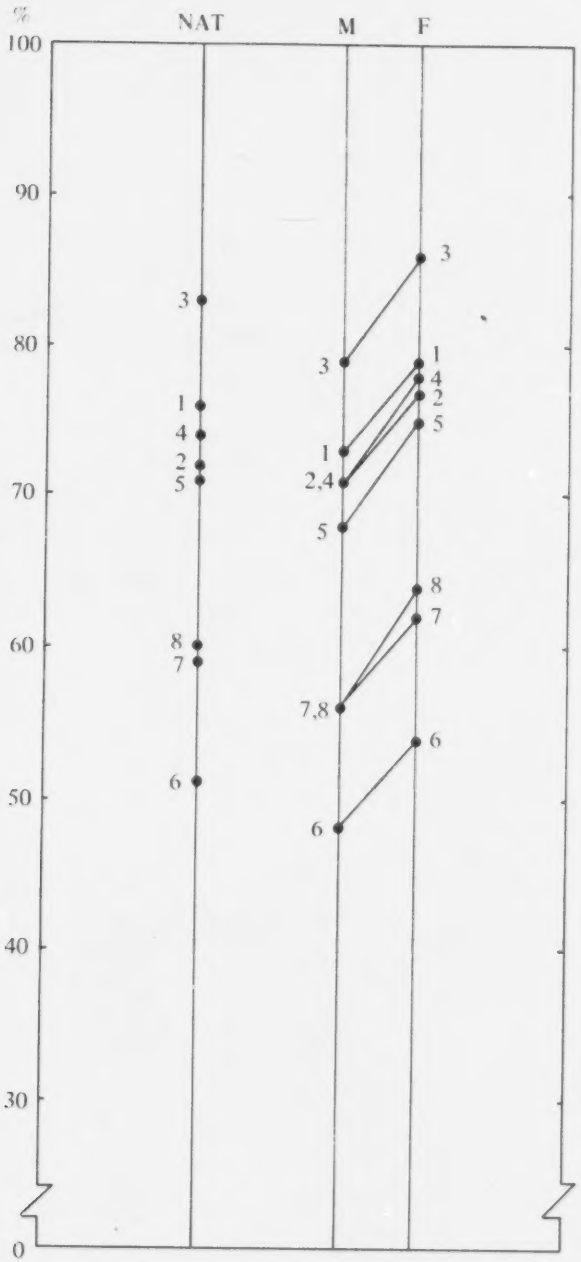
Exhibit 7-1
Median Percentages of Success for Region by Themes



KEY
NAT = National
Region:
NE = Northeast
SE = Southeast
C = Central
W = West

Themes
( ) = No. of Exercises
1. Word Meanings (19)
2. Visual Aids (57)
3. Written Directions (45)
4. Reference Materials (36)
5. Significant Facts (49)
6. Main Ideas (19)
7. Inferences (45)
8. Critical Reading (29)

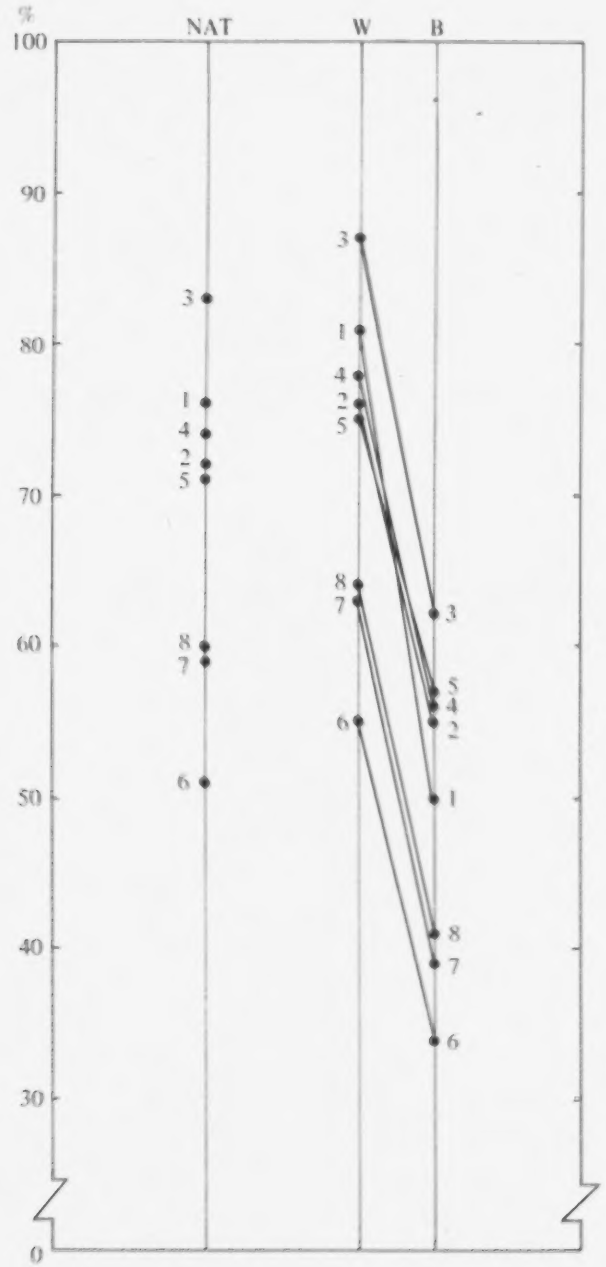
Exhibit 7-2
Median Percentages of Success for Sex by Themes



KEY
NAT = National
Sex:
M = Male
F = Female

Themes
( ) = No. of Exercises
1. Word Meanings (19)
2. Visual Aids (57)
3. Written Directions (45)
4. Reference Materials (36)
5. Significant Facts (49)
6. Main Ideas (19)
7. Inferences (45)
8. Critical Reading (29)

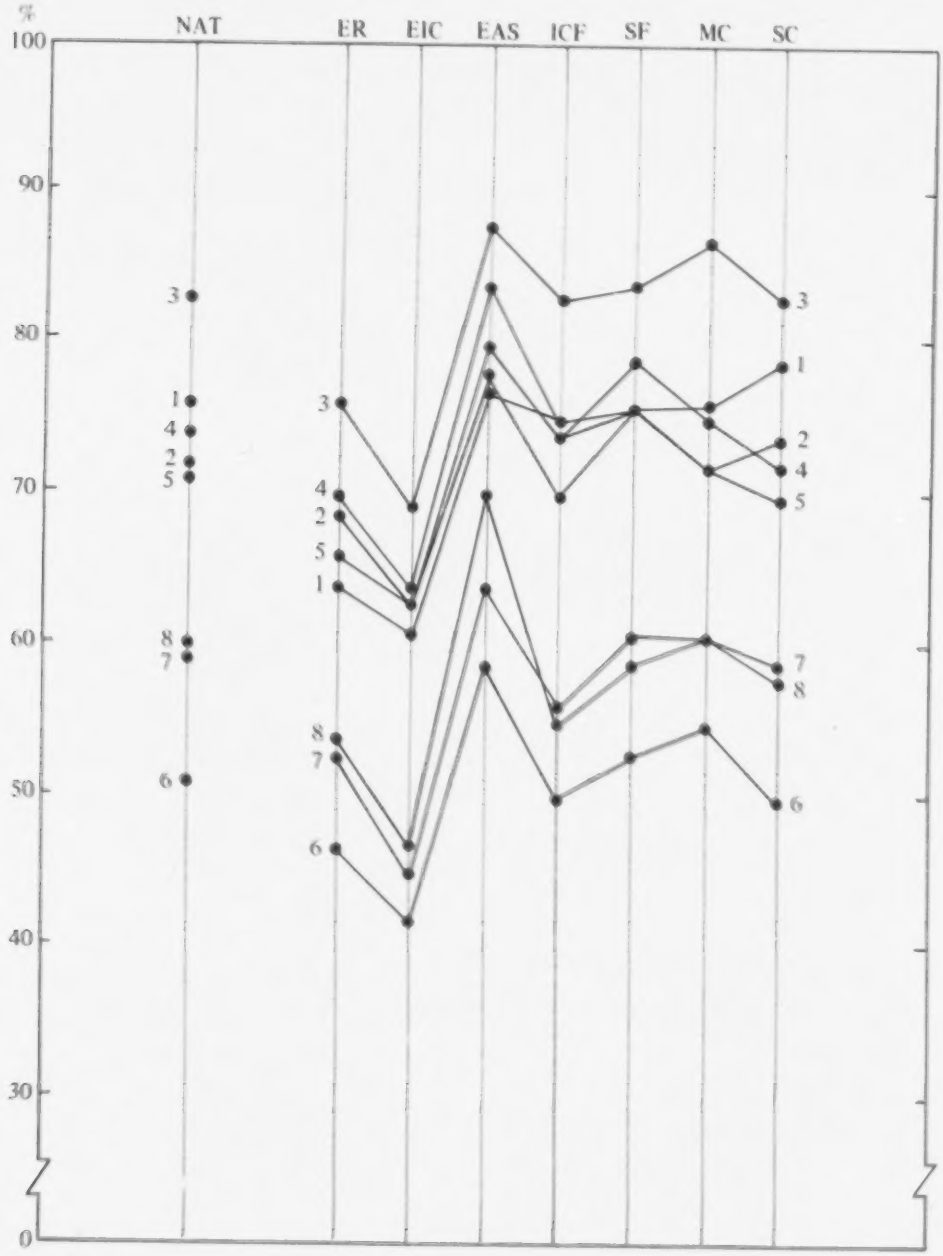
Exhibit 7-3
Median Percentages of Success for Color by Themes



KEY
NAT = National
Color:
W = White
B = Black

Themes
( ) = No. of Exercises
1. Word Meanings (19)
2. Visual Aids (57)
3. Written Directions (45)
4. Reference Materials (36)
5. Significant Facts (49)
6. Main Ideas (19)
7. Inferences (45)
8. Critical Reading (29)

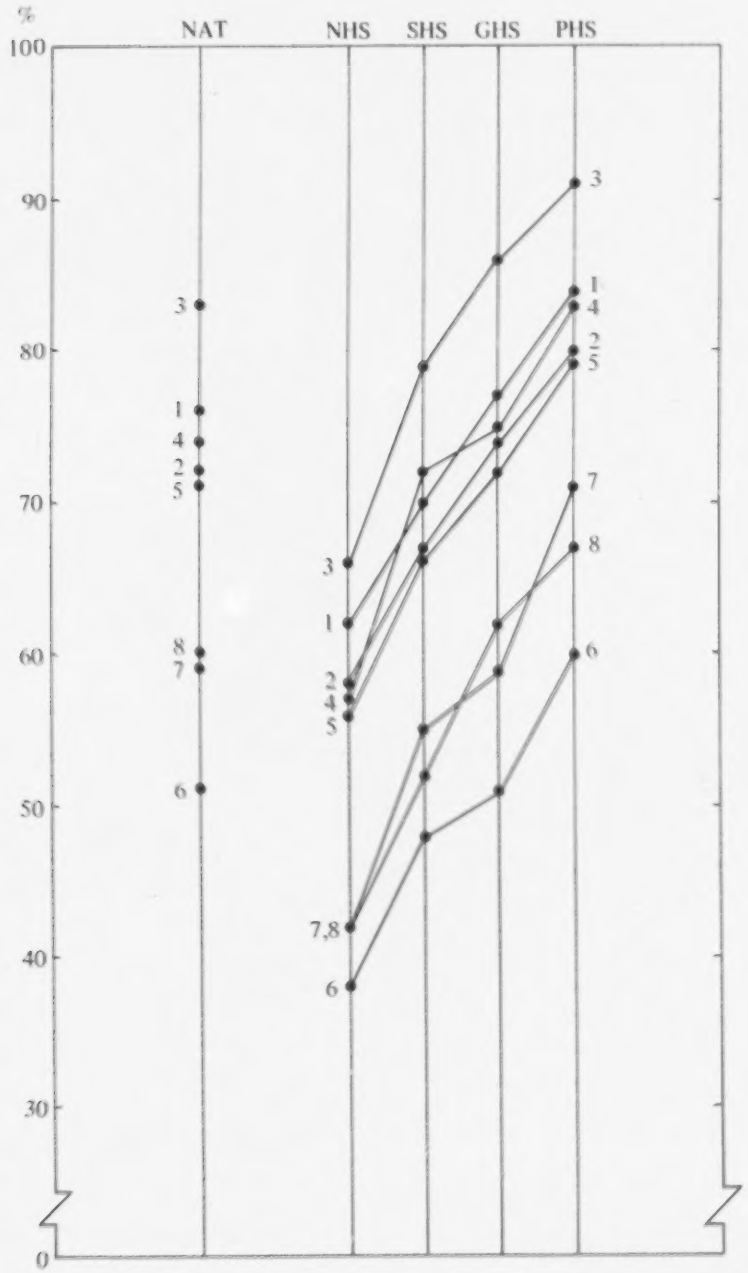
Exhibit 7-4
Median Percentages of Success for Size-and-Type of Community (STOC) by Themes



KEY
NAT = National
Size-and-Type of Community (STOC)
ER = Extreme Rural
EIC = Extreme Inner City
EAS = Extreme Affluent Suburb
ICF = Inner City Fringe
SF = Suburban Fringe
MC = Medium City
SC = Small City

Themes
( ) = No. of Exercises
1. Word Meanings (19)
2. Visual Aids (57)
3. Written Directions (45)
4. Reference Materials (36)
5. Significant Facts (49)
6. Main Ideas (19)
7. Inferences (45)
8. Critical Reading (29)

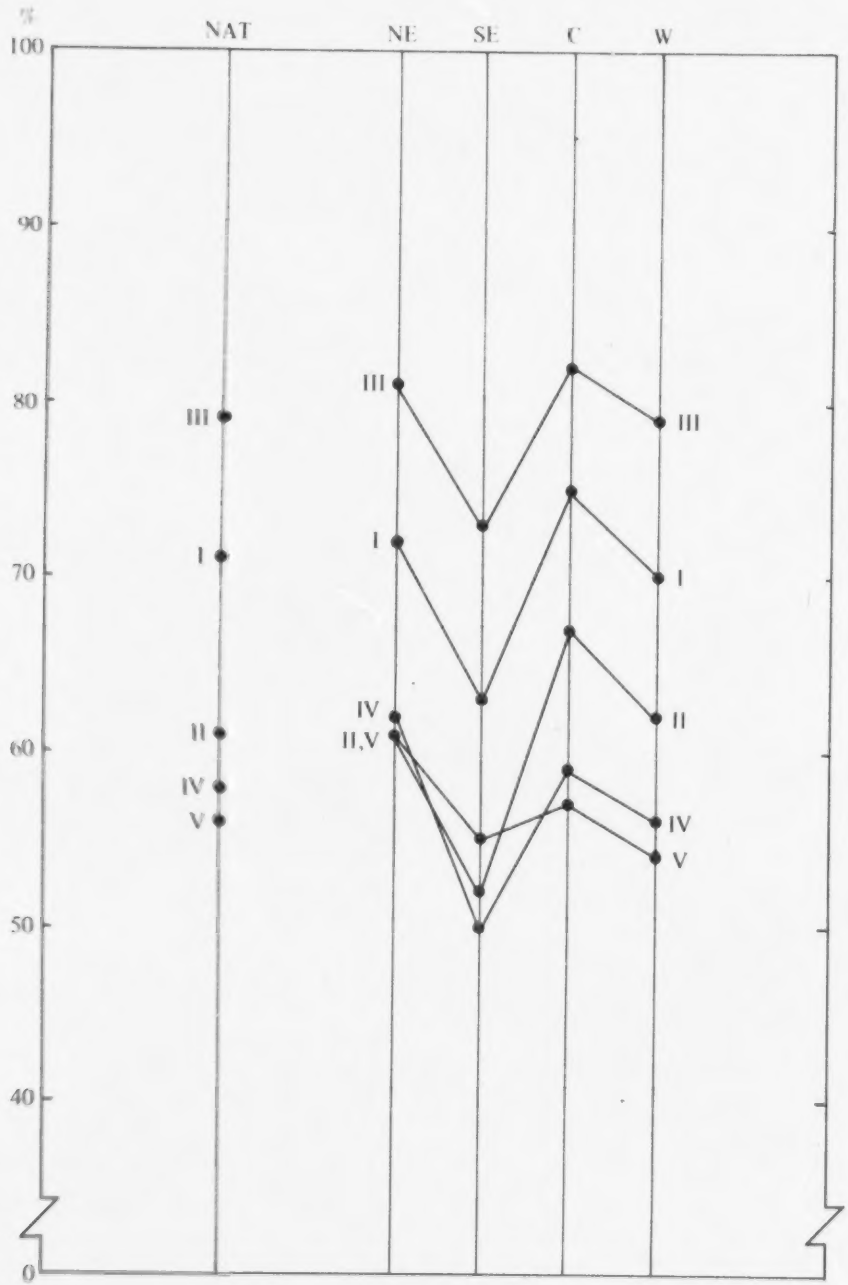
Exhibit 7-5
Median Percentages of Success for Parental Education by Themes



KEY
NAT = National Parental Education
NAS = No High School
SHS = Some High School
GHS = Graduated from High School
PHS = Post High School

Themes
( ) = No. of Exercises
1. Word Meanings (19)
2. Visual Aids (57)
3. Written Directions (45)
4. Reference Materials (36)
5. Significant Facts (49)
6. Main Ideas (19)
7. Inferences (45)
8. Critical Reading (29)

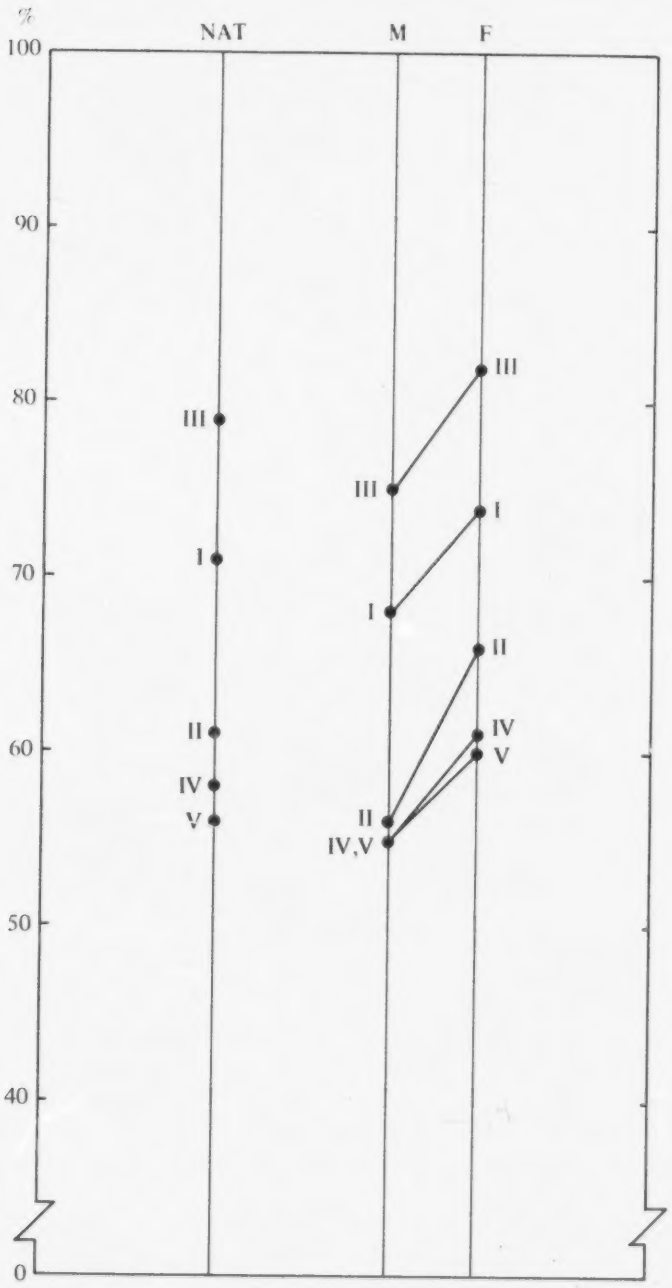
Exhibit 7-6
Median Percentages of Success for Region by Objectives



KEY
NAT = National
Region:
NE = Northeast
SE = Southeast
C = Central
W = West

Objectives
( ) = No. of Exercises
I Comprehend What is Read (141)
II Analyze What is Read (20)
III Use What is Read (135)
IV Reason Logically from What is Read (34)
V Make Judgments about What is Read (5)

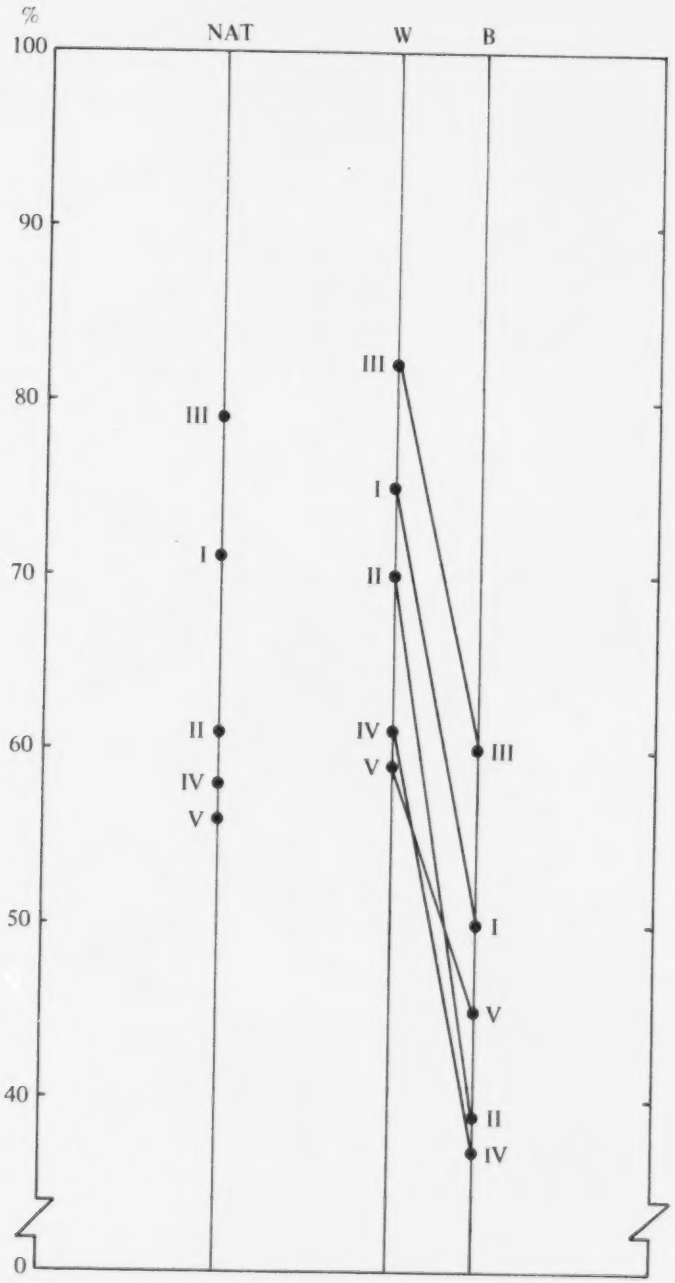
Exhibit 7-7
Median Percentages of Success for Sex by Objectives



KEY
NAT = National
Sex:
M = Male
F = Female

Objectives
( ) = No. of Exercises
I Comprehend What is Read (141)
II Analyze What is Read (20)
III Use What is Read (135)
IV Reason Logically from What is Read (34)
V Make Judgments about What is Read (5)

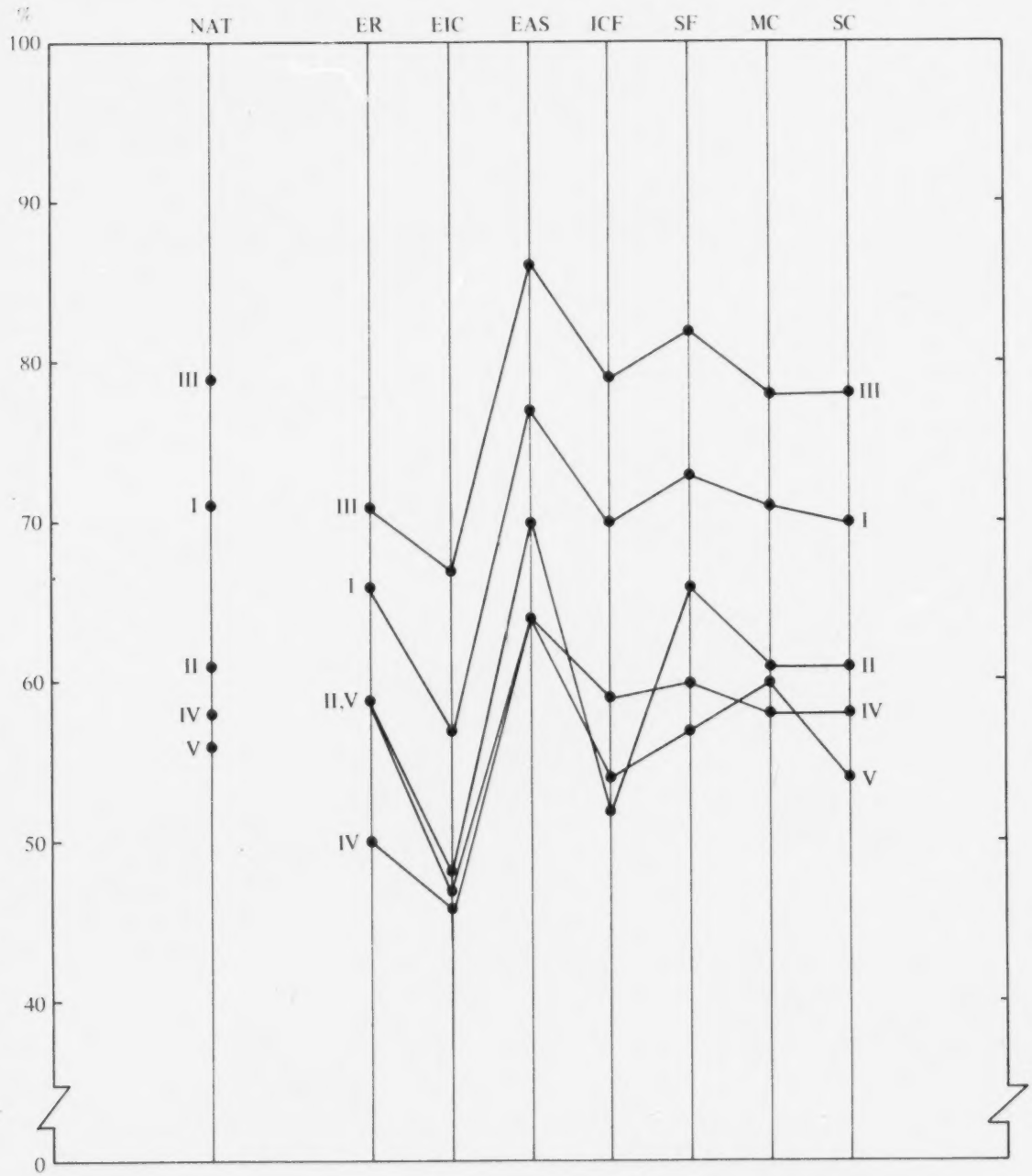
Exhibit 7-8
Median Percentages of Success for Color by Objectives



KEY
NAT = National
Color:
W = White
B = Black

Objectives
( ) = No. of Exercises
I Comprehend What is Read (141)
II Analyze What is Read (20)
III Use What is Read (135)
IV Reason Logically from What is Read (34)
V Make Judgments about What is Read (5)

Exhibit 7-9
Median Percentages of Success for Size-and-Type of Community by Objectives



KEY

NAT = National

Size-and-Type of Community (STOC)

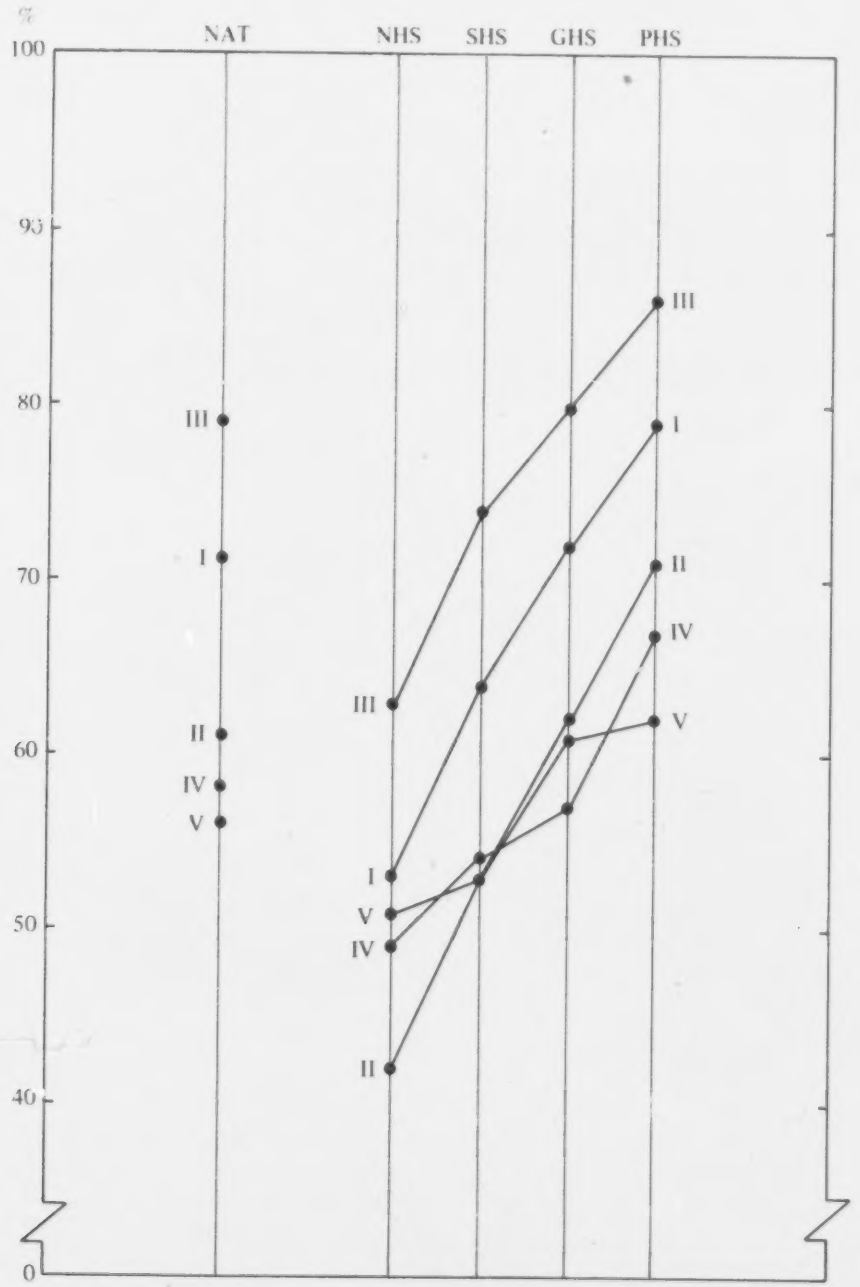
ER = Extreme Rural
EIC = Extreme Inner City
EAS = Extreme Affluent Suburb
ICF = Inner City Fringe
SF = Suburban Fringe
MC = Medium City
SC = Small City

Objectives

( ) = No. of Exercises

I Comprehend What is Read (141)
II Analyze What is Read (20)
III Use What is Read (135)
IV Reason Logically from What is Read (34)
V Make Judgments about What is Read (5)

Exhibit 7-10
Median Percentages of Success for Parental Education by Objectives



KEY
NAT = National Parental Education
NHS = No High School
SHS = Some High School
GHS = Graduated from High School
PHS = Post High School

Objectives
( ) = No. of Exercises
I Comprehend What is Read (141)
II Analyze What is Read (20)
III Use What is Read (135)
IV Reason Logically from What is Read (34)
V Make Judgments about What is Read (5)

Age 13

Exhibit 7-11

Median Percentages of Success for Region

Theme Number	NAT %	NE %	SE %	C %	W %
1	76	75	71	81	74
2	72	75	66	76	73
3	83	85	78	86	82
4	74	76	67	78	76
5	71	76	67	74	69
6	51	51	48	54	50
7	59	62	52	62	58
8	60	62	52	63	60

Age 13

Exhibit 7-12

Median Percentages of Success for Sex

Theme Number	NAT %	Male %	Female %
1	76	73	79
2	72	71	77
3	83	79	86
4	74	71	78
5	71	68	75
6	51	48	54
7	59	56	62
8	60	56	64

Age 13 Exhibit 7-13

Median Percentages of Success for Color

Theme Number	NAT %	White %	Black %
1	76	81	50
2	72	76	55
3	83	87	62
4	74	78	56
5	71	75	57
6	51	55	34
7	59	63	39
8	60	64	41

Age 13

Exhibit 7-14

Median Percentages of Success for STOC

Theme Number	NAT %	ER %	EIC %	EAS %	ICF %	SF %	MC %	SC %
1	76	64	61	77	75	76	76	79
2	72	69	63	80	74	76	72	74
3	83	76	69	88	83	84	87	83
4	74	70	64	84	74	79	75	72
5	71	66	63	78	69	76	72	70
6	51	47	42	59	50	53	55	50
7	59	53	45	70	55	59	61	59
8	60	54	47	64	56	61	61	58

Age 13

Exhibit 7-15

Median Percentages of Success for Parental Education

Theme Number	NAT %	NHS %	SHS %	GHS %	PHS %
1	76	62	70	77	84
2	72	58	67	74	80
3	83	66	79	85	91
4	74	57	72	75	83
5	71	56	66	72	79
6	51	38	48	51	60
7	59	42	55	59	71
8	60	42	52	62	67

Age 13 Exhibit 7-16

Median Percentages of Success for Region

Objective Number	NAT %	NE %	SE %	C %	W %
I	71	73	63	75	70
II	61	61	52	67	62
III	79	81	73	82	79
IV	58	62	50	59	56
V	56	61	55	57	54

Age 13

Exhibit 7-17

Median Percentages of Success for Sex

Objective Number	NAT %	Male %	Female %
I	71	68	74
II	61	56	66
III	79	75	82
IV	58	55	61
V	56	55	60

Age 13

Exhibit 7-18

Median Percentages of Success for Color

Objective Number	NAT %	WHITE %	BLACK %
I	71	75	50
II	61	65	39
III	79	82	60
IV	58	61	37
V	56	59	45

Age 13

Exhibit 7-19

Median Percentages of Success for STOC

Objective Number	NAT %	ER %	EIC %	EAS %	ICF %	SF %	MC %	SC %
I	71	66	57	77	70	73	71	70
II	61	59	48	70	52	66	61	60
III	79	71	67	86	79	82	78	78
IV	58	50	46	64	59	60	58	58
V	56	59	47	64	54	57	60	54

Age 13

Exhibit 7-20

Median Percenttages of Success for Parental Education

Objective Number	NAT %	NHS %	SHS %	GHS %	PHS %
I	71	53	64	72	79
II	61	42	53	62	71
III	79	63	74	80	86
IV	58	49	54	57	67
V	56	51	53	61	62

CHAPTER 8

TRENDS FOR AGE 17

The in-school 17-year-olds who participated in the Reading assessment were enrolled in school and were born from October 1, 1953 through September 30, 1954. About three-fourths of them were enrolled in the 11th grade; of the remainder about half were enrolled in the 10th grade and about half in the 12th grade. The out-of-school 17-year-olds[1] who participated were: (1) not enrolled in secondary school during March 1970 and were born from October 1, 1952 through September 30, 1953 or (2) not enrolled in secondary school during January, 1971 and were born from October 1, 1953 through September 30, 1954. In this chapter, we examine the trends or patterns of the reading achievements of 17-year-olds in the various National Assessment groups.[2] These reading abilities or skills are defined by National Assessment's Reading themes (see chapter 2) and objectives (see chapter 3).

Themes

The themes formed two distinct clusters with respect to difficulty both nationally and across all groups--although the levels of the clusters vary from group to group. Some cross-over in order within each cluster occurred from group to group. All themes had higher median percentages of success than anticipated by the exercise developers (see chapter 4). The high cluster is comprised of the four themes requiring a level of abstract thought or the extraction of facts from various materials. The themes in this high cluster are:

Theme	National Median
4. Reference materials	85%
2. Visual aids	84%
3. Written directions	84%
5. Facts from passages	84%

[1]Out-of-school 17-year-olds were included to make the sample more representative of all 17-year-olds.

[2]These groups are defined in chapter 3, of the General Information Yearbook (02-GIY).

The themes in the lower cluster require a higher level of abstract cognitive processing. The themes in the low cluster are:

Theme	National Median
8. Critical reading	72%
1. Word meaning	68%
6. Main ideas from passages	68%
7. Drawing inferences from passages	68%

The following exercises illustrate by example the national median percentages of success for the Reading themes[3] at age 17, and thus illustrate what the exercise developers pessimistically thought would be exercises yielding 50% success.

1. Word meanings--No selected exercise in this theme exemplifies the median percentage of success.

[3]The group percentages of success and their differences from the national percentage of success for these exercises are given in Appendix A of the volume, Selected Exercises (02-R-20).

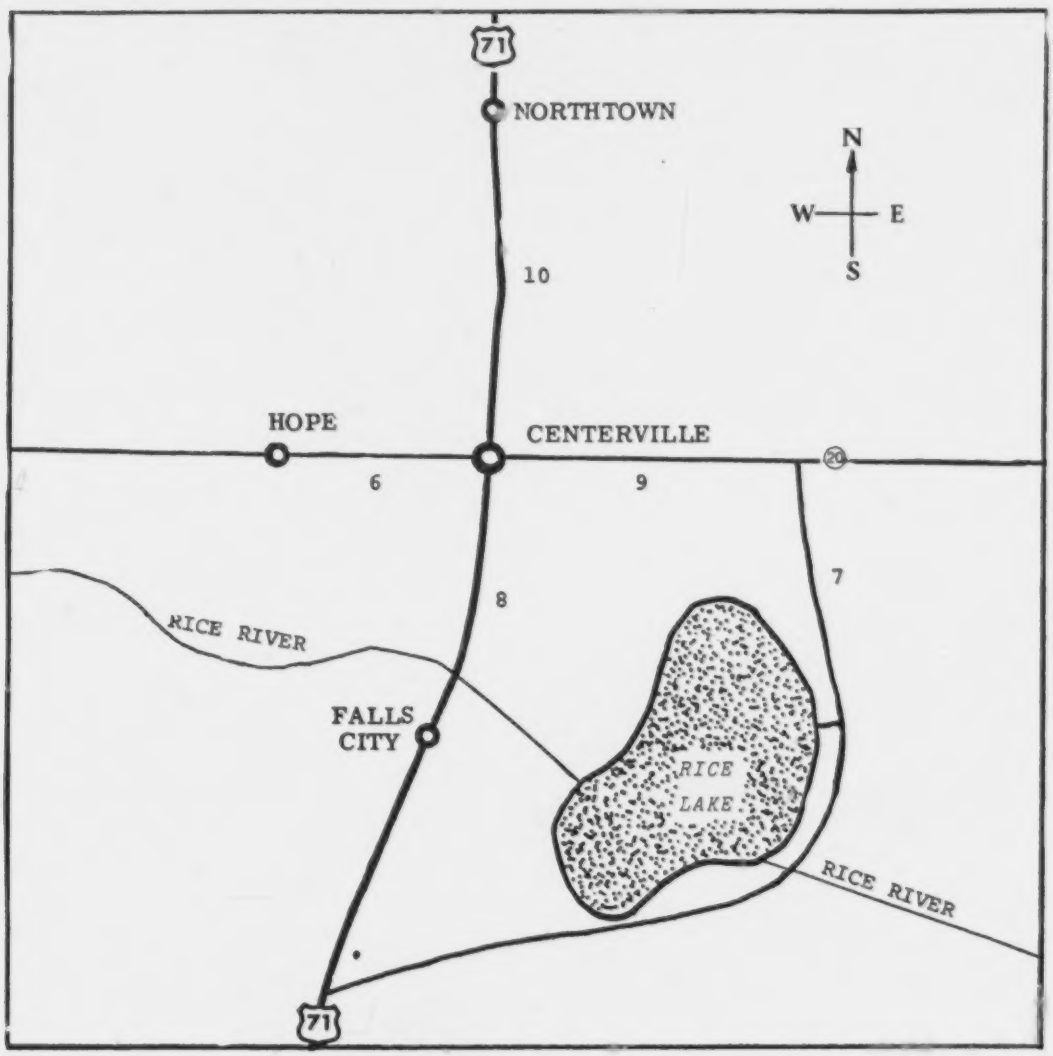
2. Visual aids

Look at the road map and read each sentence carefully. If what the sentence says is true, fill in the oval beside "True". If what the sentence says is not true, fill in the oval beside "False". If you can't decide if the sentence is true or false, fill in the oval beside "I don't know."

Highway (20) runs on the south side of Rice River.

- ⬭ True
- ⬬ False
- ⬭ I don't know.

National percentage of success: 86%



3. Written directions

Read the question carefully and use the rules on the opposite page to find the correct answer.

What do you do if you have no more cards in your stack?

National percentage of success: 84%

WIN-EM-ALL

A card game for the whole family-any number may play.

Each player draws a card from the deck. The player with the highest card becomes the dealer. Deal the cards, one at a time, to all players until all of the cards have been dealt. Each player places his cards face down in a stack in front of him.

To begin the game, the player to the left of the dealer places the top card from his stack face up in the center of the table. Other players follow in turn. The winner of the trick is the player who has placed the highest card in the center. If there is more than one high card in the same trick (for example, two kings), then no one wins this trick. It remains in the center and the winner of the next round wins these cards also. Winning tricks are placed face down at the bottom of the winner's stack of cards. The winner of the trick then plays the first card for the next round face up in the center.

When a player has used up all his cards he drops out of the game.

The point of the game is for a single player to collect all of the cards. The winner becomes the dealer for the next game.

4. Reference materials

Here is a part of a TV guide[4] you might find in a newspaper. After reading it, answer the questions which follow it.

[4]TV Guide--Adapted from TV Guide Magazine, with permission. Reprinted with Permission.

If you watched the entire movie, could you also see the entire program about the San Diego Zoo?

○ Yes

● No

○ I don't know.

National percentage of success: 85%

2:00 p.m.	[2]	Super Mutt - Cartoons
	[4]	Baseball [Color] Teams to be announced. (Runs to 4:00; followed by Baseball Scoreboard.)
	[6]	Top Cat - Cartoons
	[7]	Movie - Mystery "Master Sleuth" (1945) Master detective (Bob Johnston) and sidekick (Pat Morgan) are on the trial of a deadly escaped convict. Sue Jones, Mort Roberts (90 min.)
2:30 p.m.	[2]	Children's Variety [Repeat] Today the show goes to Detroit to watch cars being assembled (60 min.)
	[6]	Visit the Zoo [Special] Famous San Diego Zoo is toured.
3:00 p.m.	[6]	Music Beat Jay Nickels hosts an hour of popular music of local groups.

5. Significant facts from passages

Read the following story so that you can answer the question on the next page without looking back at the story.

> It was morning, and James Douglas awoke frightened. Perhaps it was because the light had not been turned on, and the morning city light itself was gray and cold, hardly different from early evening. Maybe it was because of the three old women, one bending over the sink, one standing against the wall opposite his bed, one sitting at the table, her head bent over an empty dish. Maybe it was because he had been thinking about how to run away from school when he went to bed the night before. Maybe it was because it was a cold November Monday in Brooklyn. He closed his eyes and pretended to sleep.[5]

In what month does the story take place?

National percentage of success: 84%

---

[5]From HOW MANY MILES TO BABYLON? Copyright, 1967, published by David White Company, New York. Reprinted with Permission.

6. Main ideas from passages

Read the story on the opposite page so that you can complete the sentence below.

The title which tells most about the story is:

- ⬭ "Painted Easter Eggs."
- ⬬ "Easter Eggs in the Past."
- ⬭ "Easter Eggs in Scotland."
- ⬭ "Easter Eggs in King Edward's Day."
- ⬭ I don't know.

Almost seven hundred years ago, King Edward of England bought 450 Easter eggs painted gold and bright colors. He paid about 18 cents for all of them. Prices have gone way up since then. Easter eggs have been made not only from real eggs. Some of the most beautiful were fancy oval-shaped objects of silver and enamel, colorful stones or glass. Many had ribbons, beads, or feathers on them. Some of the tastiest looking eggs could not be fried or boiled. They were made of chocolate or of sugar-filled candy. During the 19th century, candy eggs with a window at one end and tiny scenes inside were given as gifts. In England messages and dates were written on the eggs, and in Scotland children were given hard-boiled eggs as toys on Easter Sunday.

National percentage of success: 64%

7. Inferences from passages

Read the passage and complete the sentence which follows it.

> Between April and October the Persian Gulf is dotted with the small boats of pearl divers. Some seventy-five thousand of them are busy diving down and bringing up pearl-bearing oysters. These oysters are not the kind we eat. The edible oyster produces pearls of little or no value. You may have heard tales of diners who discovered pearls and sold them for great sums of money. These stories are entertaining but not accurate.[6]

The Persian Gulf has many

- ○ large boats of pearl divers.
- ○ pearl divers who eat oysters.
- ○ edible oysters that produce pearls.
- ● nonedible oysters that produce pearls.
- ○ edible oysters that do not produce pearls.
- ○ I don't know.

National percentage of success: 68%

---

[6] Pearl divers--Hal Burton, The Real Book about Treasure. Published by Garden City Books. Reprinted with Permission.

8. Critical reading

Read the poem and answer the question which follows it.

My body a rounded stone

Poem removed due to copyright restrictions

inside its home. [7]

Which word BEST describes the speaker in the poem?

- ⬭ Confused
- ⬬ Contented
- ⬭ Excited
- ⬭ Restless
- ⬭ Unhappy
- ⬭ I don't know.

National percentage of success: 72%

---

[7] Rounded Stone--May Swenson, To Mix With Time. Copyright, 1963, by May Swenson. Published by Charles Scribner's Sons. Reprinted with Permission.

Region

For most themes, the Southeast had the lowest median percentage of success, followed by the West, with the Northeast and Central regions nearly equal and highest. For written directions, however, both the Central and West had higher median percentages of success than the Northeast (by 6 and 2 percentage points respectively). In addition, the West had the highest median percentage of success, but only one percentage point higher than the Northeast and Central on drawing inferences. See Exhibit 8-1.

Sex

Females had higher median percentages of success than males on all themes. However, the difference was much greater for some themes than others. Exhibit 8-2 shows that the largest differences between females and males occurred for word meanings and written directions while the smallest occurred for visual aids and critical reading.

Color

On all themes, Whites had higher median percentages of success than Blacks. Exhibit 8-3 shows that Whites had their highest median percentages of success on written directions and reference materials while Blacks had their highest median percentage of success on significant facts. Whites had their lowest median percentage of success on main ideas while Blacks had their lowest median percentage of success on drawing inferences.

Size-of-Community[7]

Exhibit 8-5 shows that the urban-fringe group attained the highest median percentages of success for all themes except for significant facts in which instance the medium-city group attained an equally high median percentage of success. The other size-of-community groups attained lower median percentages of success in a mixed order (see Exhibit 8-5).

Parental Education

Again there was a steady increase of median success with increasing parental education. Over all themes, 17-year-olds

---

[7]Type-of-community information was not available for out-of-school 17-year-olds, therefore, size-and-type-of-community results cannot be reported for the total 17-year-old group.

who had at least one parent with at least some post-high-school training had higher median percentages of success than 17-year-olds whose parents had no high school training. The smallest difference, 17 percentage points, occurred for visual aids while the largest difference, 29 percentage points, occurred for drawing inferences.

Size-and-Type-of-Community--In-School 17-Year-Olds Only

Exhibit 8-6 shows that the largest differences in median percentages of success for all themes occurred among the three extreme type-of-community groups. The extreme-affluent-suburb group attained the highest median percentages of success on all themes. The extreme-inner-city group attained the lowest median percentages of success on all themes exept word meanings in which case the small-city group attained an equally low median percentage of success. The extreme-rural group tended to attain median percentages of success equal to or somewhat below the national level. The residual size-of-community groups provided no uniform pattern of median percentages of success except that the small-city group attained median percentages slightly below the national level, and the inner-city-fringe group attained median percentages of success somewhat above the national level (see Exhibit 8-6). The order was: Inner-city (lowest); rural (next); then small cities, medium cities, suburban fringes, and inner-city-fringes in a varying order; and then affluent-suburbs (highest).

Objectives

The patterns of median percentages of success for the five Reading objectives across the various groups are similar to the theme patterns. The objectives did not form clusters with respect to difficulty as the themes did. The objectives patterns are shown for region, sex, color, size of community, parental education, and (for in-school 17-year-olds only) size-and-type of community in Exhibits 8-7, 8-8, 8-9, 8-10, 8-11, and 8-12 respectively.

KEYS:

Themes

1. Word Meanings
2. Visual Aids
3. Written Directions
4. Reference Materials
5. Significant Facts
6. Main Ideas
7. Inferences
8. Critical Reading

Objectives

I. Comprehend What is Read
II. Analyze What is Read
III. Use What is Read
IV. Reason Logically from What is Read
V. Make Judgments About What is Read

Region

NE Northeast
SE Southeast
C Central
W West

Sex

M Male
F Female

Color

W White
B Black

Parental Education

NHS No High School
SHS Some High School
GHS Graduated from High School
PHS Post High School

Keys: continued

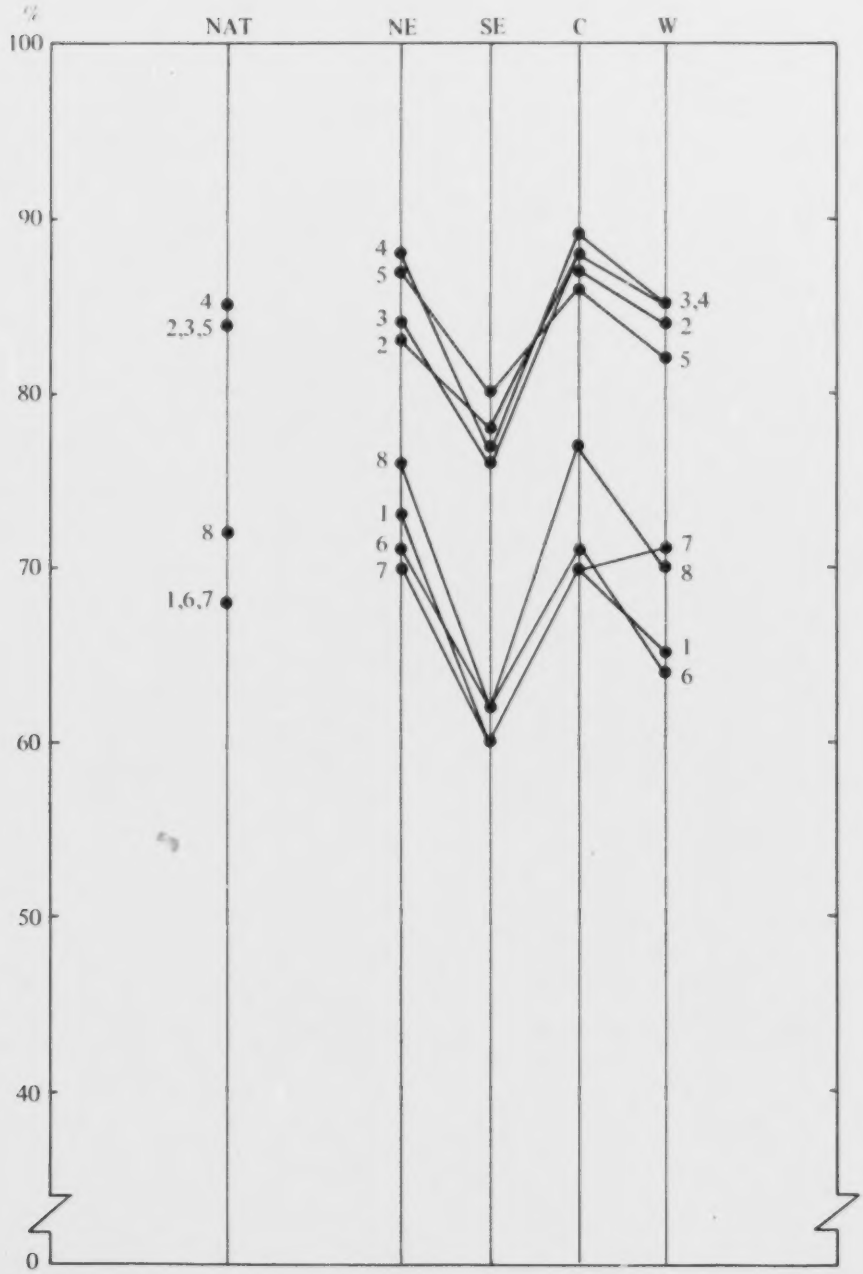
Size-and-Type of Community (STOC)

ER	Extreme Rural
EIC	Extreme Inner City
EAS	Extreme Affluent Suburb
ICF	Inner City Fringe
SF	Suburban Fringe
MC	Medium City
SC	Small City

Size of Community (SOC)

BC	Big City
UF	Urban Fringe
MC	Medium City
SP	Smaller Places

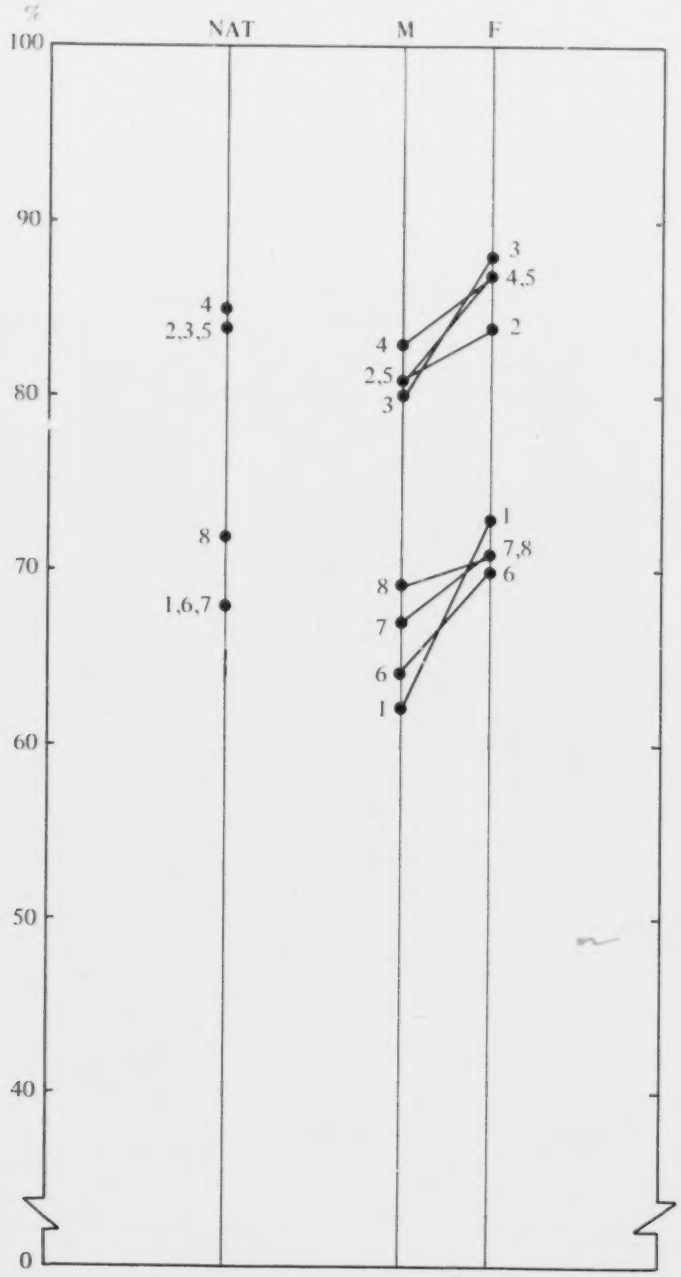
Exhibit 8-1
Median Percentages of Success for Region by Themes



KEY
NAT = National
Region:
NE = Northeast
SE = Southeast
C = Central
W = West

Themes
( ) = No. of Exercises
1. Word Meanings (14)
2. Visual Aids (48)
3. Written Directions (33)
4. Reference Materials (34)
5. Significant Facts (42)
6. Main Ideas (17)
7. Inferences (38)
8. Critical Reading (21)

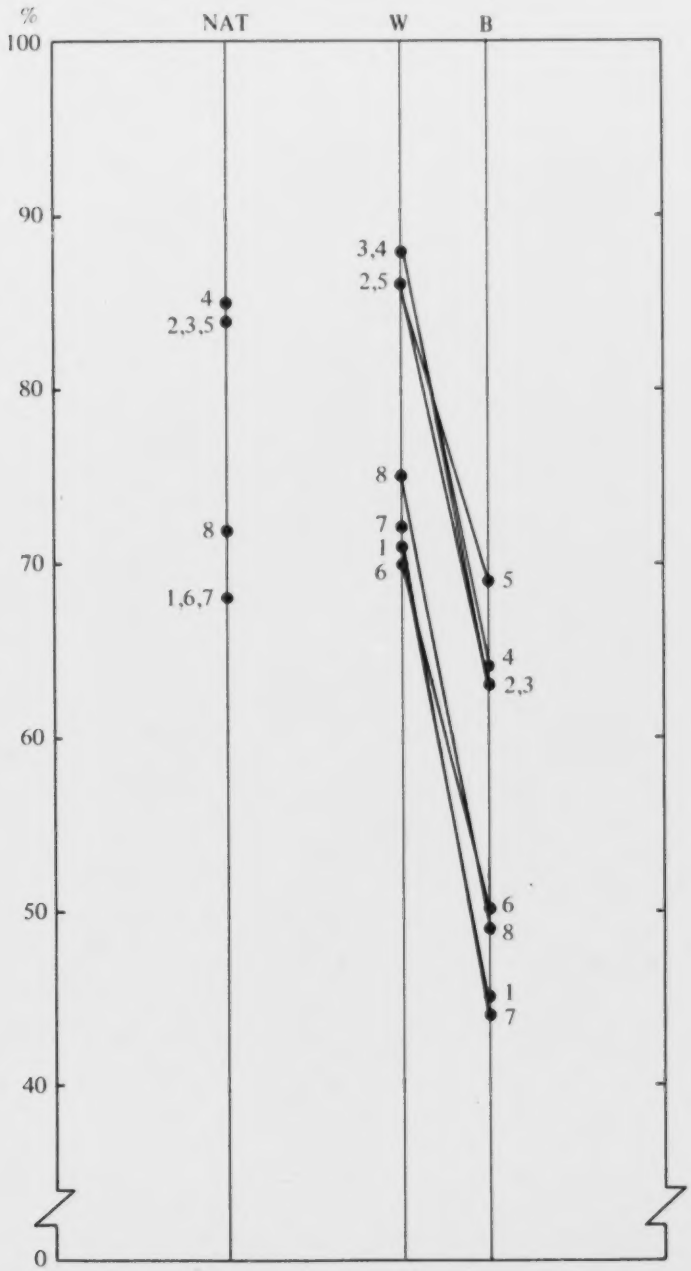
Exhibit 8-2
Median Percentages of Success for Sex by Themes



KEY
NAT = National
Sex:
M = Male
F = Female

Themes
( ) = No. of Exercises
1. Word Meanings (14)
2. Visual Aids (48)
3. Written Directions (33)
4. Reference Materials (34)
5. Significant Facts (42)
6. Main Ideas (17)
7. Inferences (38)
8. Critical Reading (21)

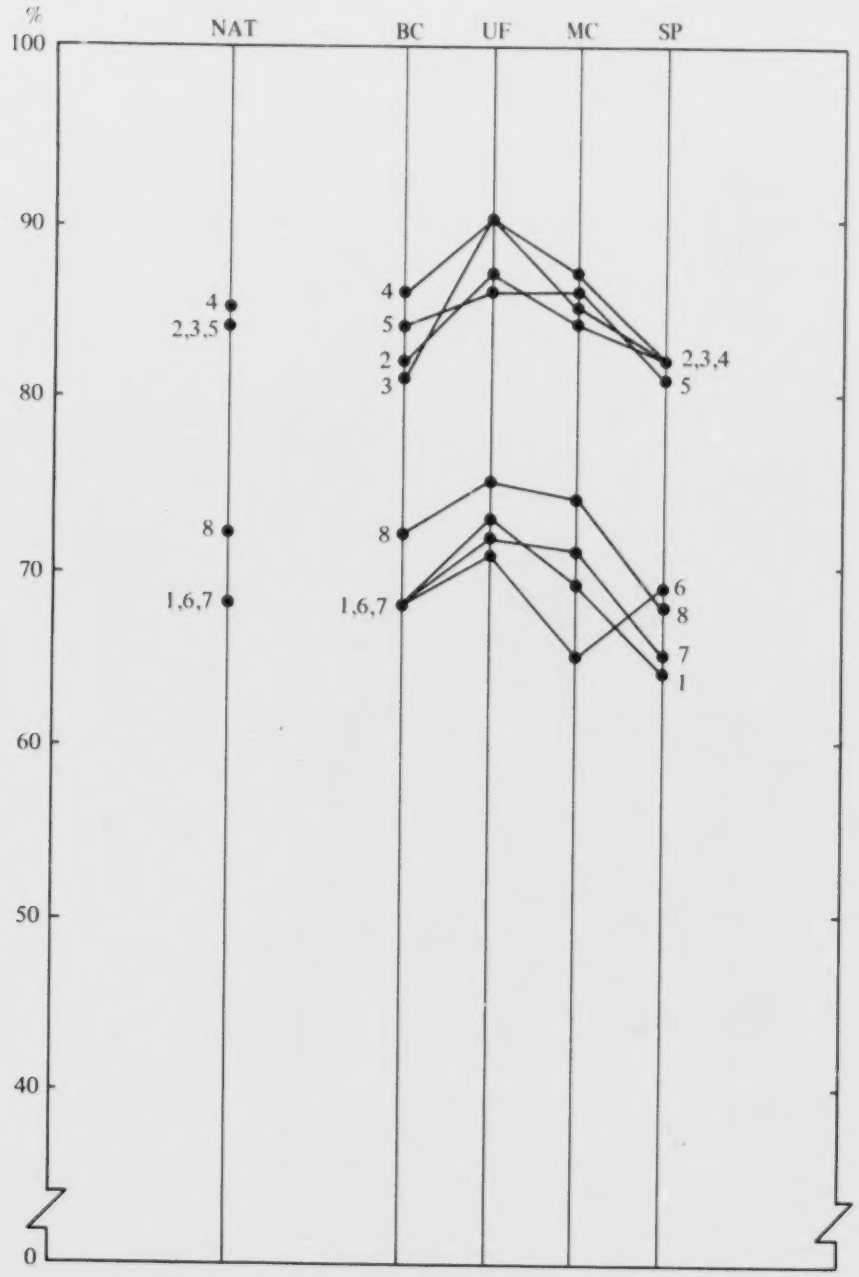
Exhibit 8-3
Median Percentages of Success for Color by Themes



KEY
NAT = National
Color:
W = White
B = Black

Themes
( ) = No. of Exercises
1. Word Meanings (14)
2. Visual Aids (48)
3. Written Directions (33)
4. Reference Materials (34)
5. Significant Facts (42)
6. Main Ideas (17)
7. Inferences (38)
8. Critical Reading (21)

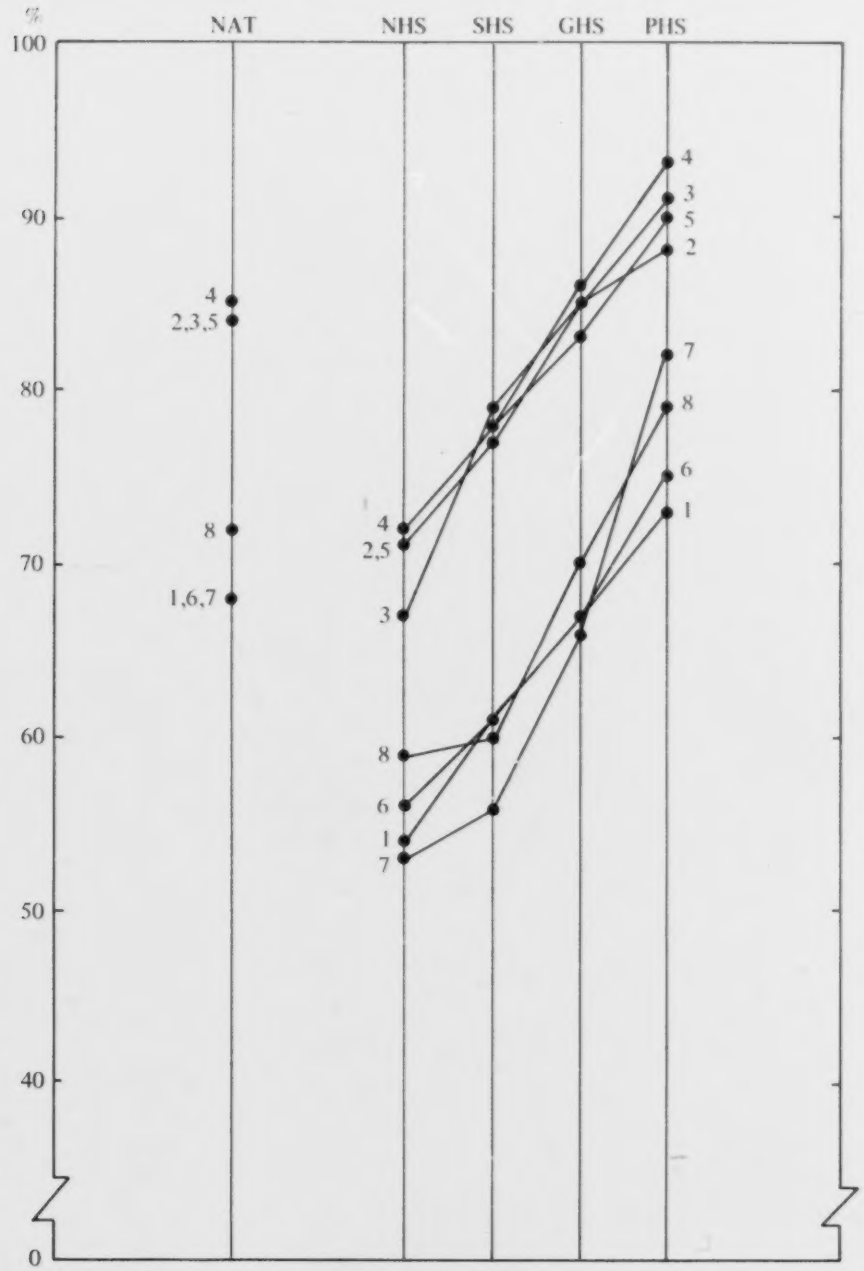
Exhibit 8-4
Median Percentages of Success for Size of Community by Themes



KEY
NAT = National
Size of Community (SOC)
BC = Big City
UF = Urban Fringe
MC = Medium City
SP = Smaller Places

Themes
( ) = No. of Exercises
1. Word Meanings (14)
2. Visual Aids (48)
3. Written Directions (33)
4. Reference Materials (34)
5. Significant Facts (42)
6. Main Ideas (17)
7. Inferences (38)
8. Critical Reading (21)

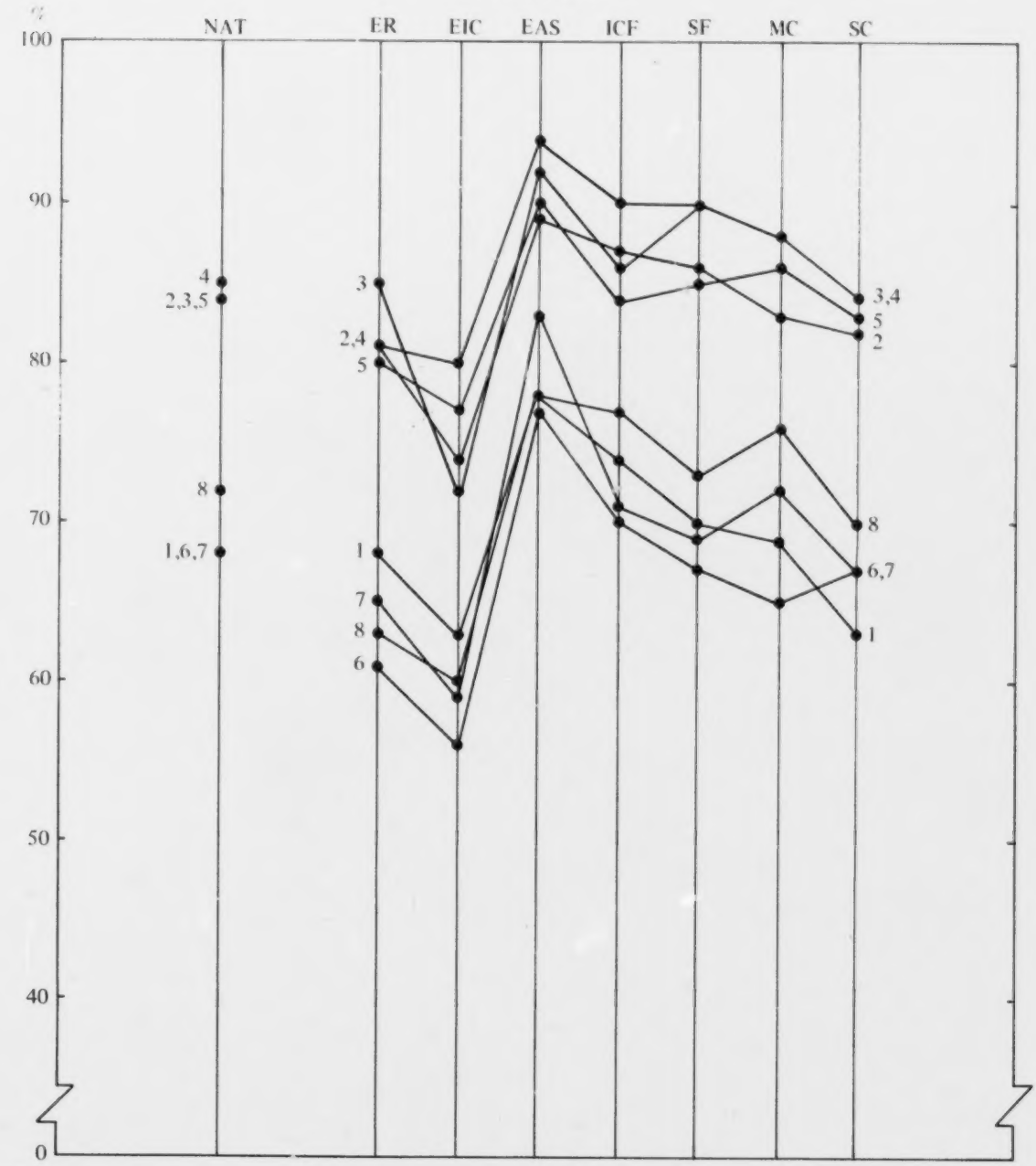
Exhibit 8-5
Median Percentages of Success for Parental Education by Themes



KEY
NAT = National Parental Education
NHS = No High School
SHS = Some High School
GHS = Graduated from High School
PHS = Post High School

Themes
( ) = No. of Exercises
1. Word Meanings (14)
2. Visual Aids (48)
3. Written Directions (33)
4. Reference Materials (34)
5. Significant Facts (42)
6. Main Ideas (17)
7. Inferences (38)
8. Critical Reading (21)

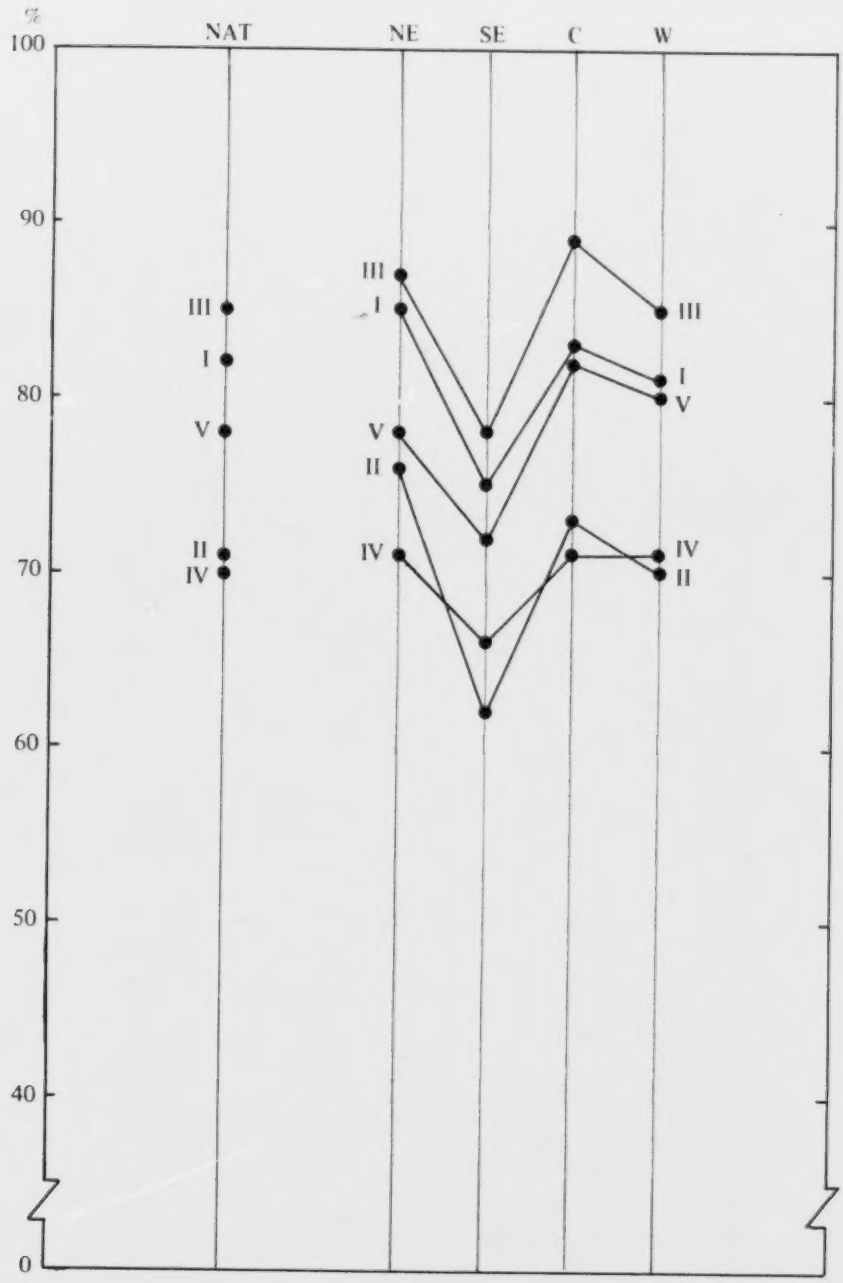
Exhibit 8-6
Median Percentages of Success for Size-and-Type of Community by Themes
In-School Only



KEY
NAT = National
Size-and-Type of Community (STOC)
ER = Extreme Rural
EIC = Extreme Inner City
EAS = Extreme Affluent Suburb
ICF = Inner City Fringe
SF = Suburban Fringe
MC = Medium City
SC = Small City

Themes
( ) = No. of Exercises
1. Word Meanings (14)
2. Visual Aids (48)
3. Written Directions (33)
4. Reference Materials (34)
5. Significant Facts (42)
6. Main Ideas (17)
7. Inferences (38)
8. Critical Reading (21)

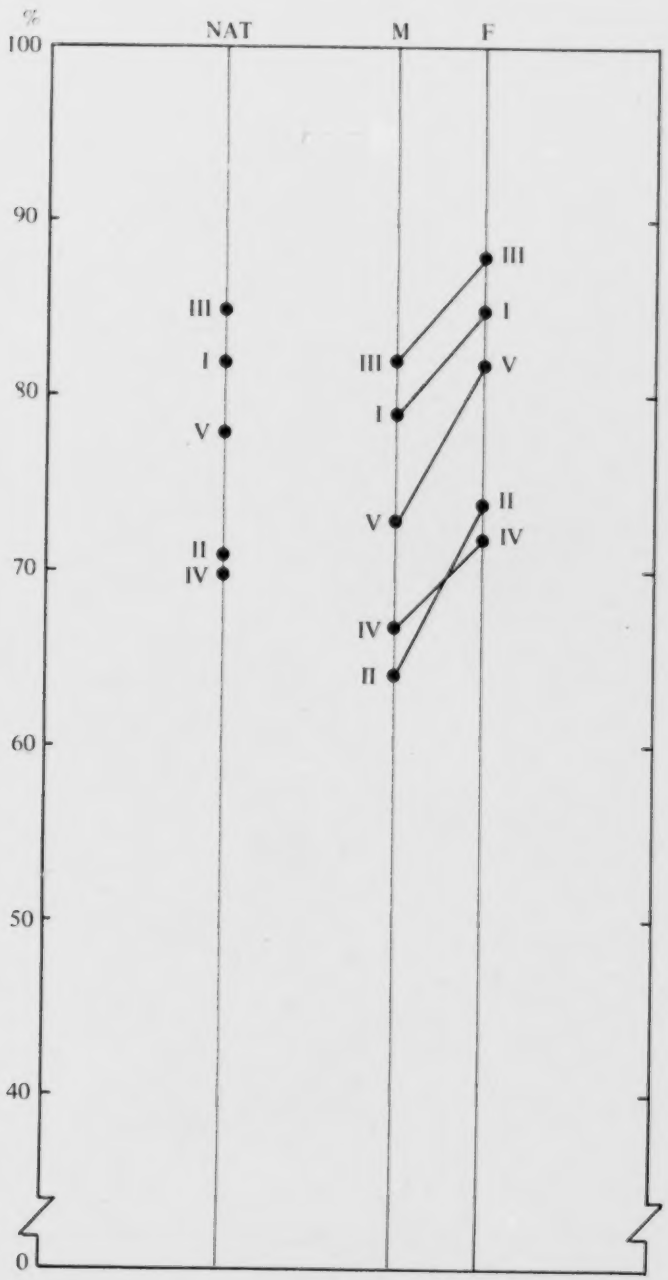
Exhibit 8-7
Median Percentages of Success for Region by Objectives



KEY
NAT = National
Region:
NE = Northeast
SE = Southeast
C = Central
W = West

Objectives
( ) = No. of Exercises
I Comprehend What is Read (121)
II Analyze What is Read (21)
III Use What is Read (113)
IV Reason Logically from What is Read (28)
V Make Judgments about What is Read (3)

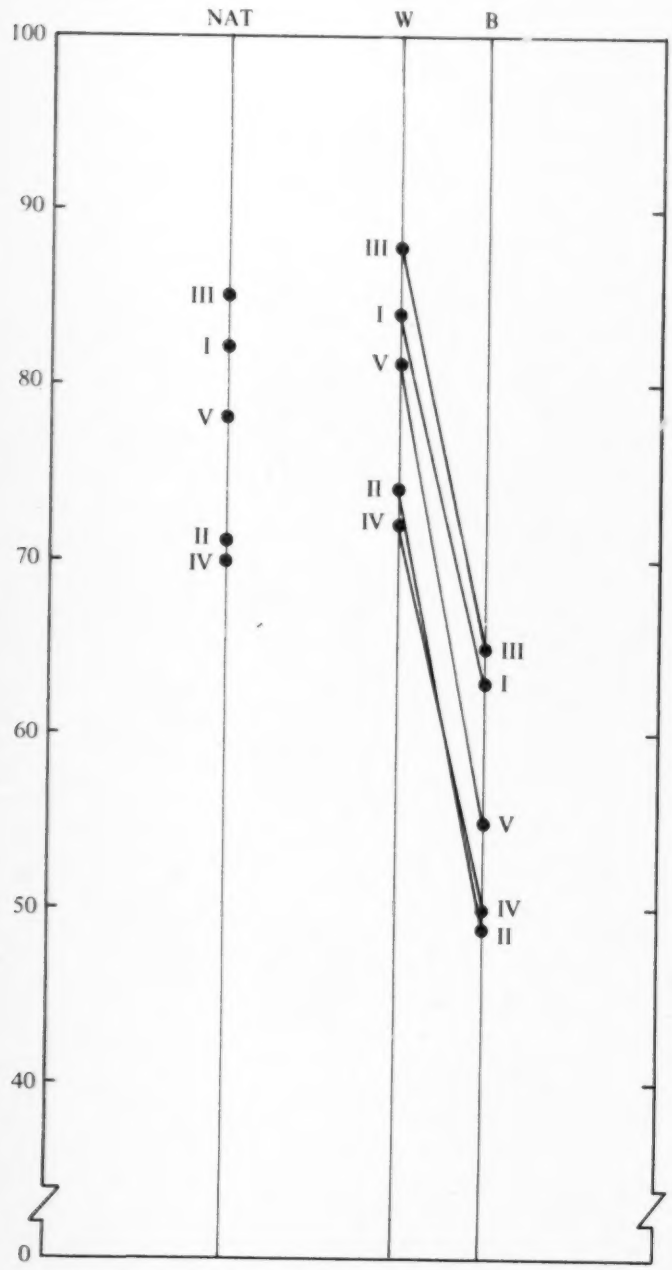
Exhibit 8-8
Median Percentages of Success for Sex by Objectives



KEY
NAT = National
Sex:
M = Male
F = Female

Objectives
( ) = No. of Exercises
I Comprehend What is Read (121)
II Analyze What is Read (21)
III Use What is Read (113)
IV Reason Logically from What is Read (28)
V Make Judgments about What is Read (3)

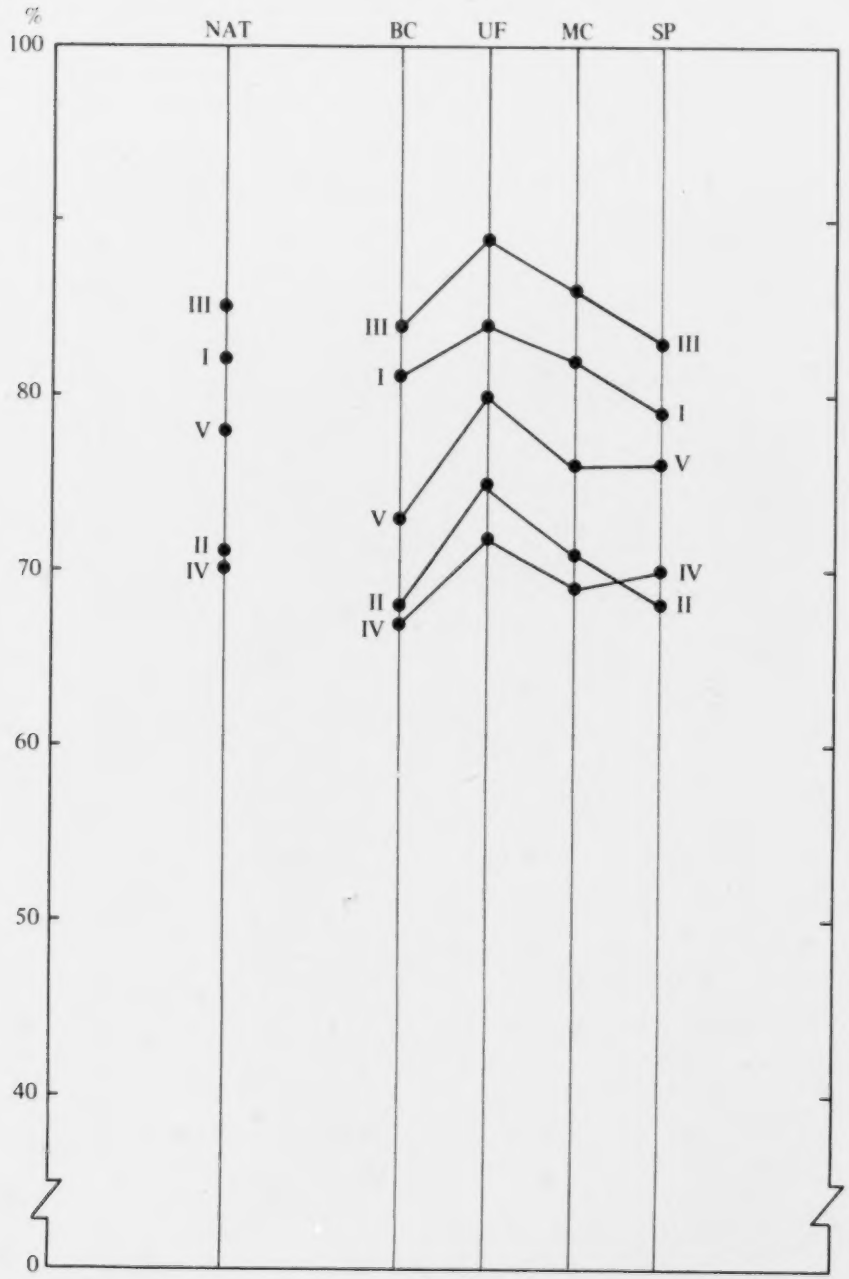
Exhibit 8-9
Median Percentages of Success for Color by Objectives



KEY
NAT = National
Color:
W = White
B = Black

Objectives
( ) = No. of Exercises
I Comprehend What is Read (121)
II Analyze What is Read (21)
III Use What is Read (113)
IV Reason Logically from What is Read (28)
V Make Judgments about What is Read (3)

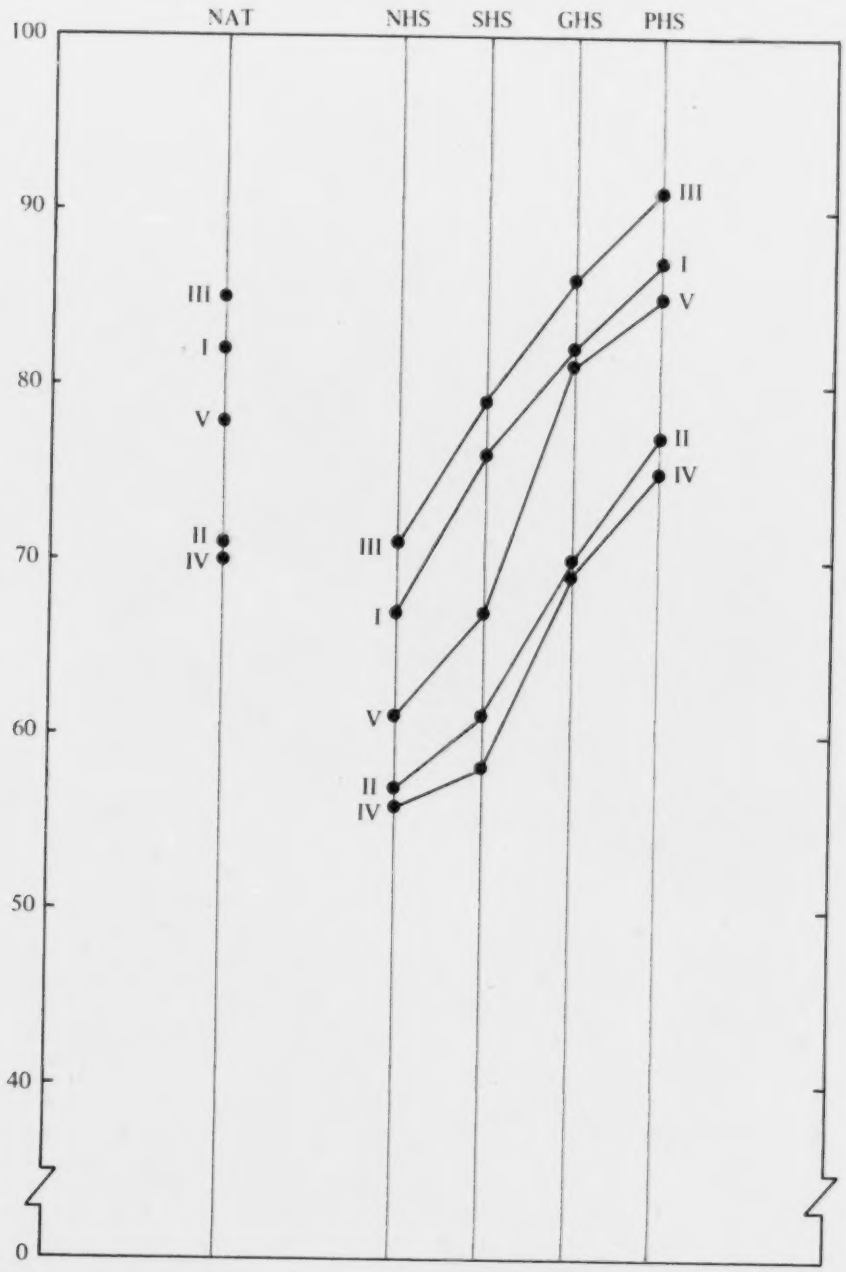
Exhibit 8-10
Median Percentages of Success for Size of Community by Objectives



KEY
NAT = National
Size of Community (SOC)
BC = Big City
UF = Urban Fringe
MC = Medium City
SP = Smaller Places

Objectives
( ) = No. of Exercises
I Comprehend What is Read (121)
II Analyze What is Read (21)
III Use What is Read (113)
IV Reason Logically from What is Read (28)
V Make Judgments about What is Read (3)

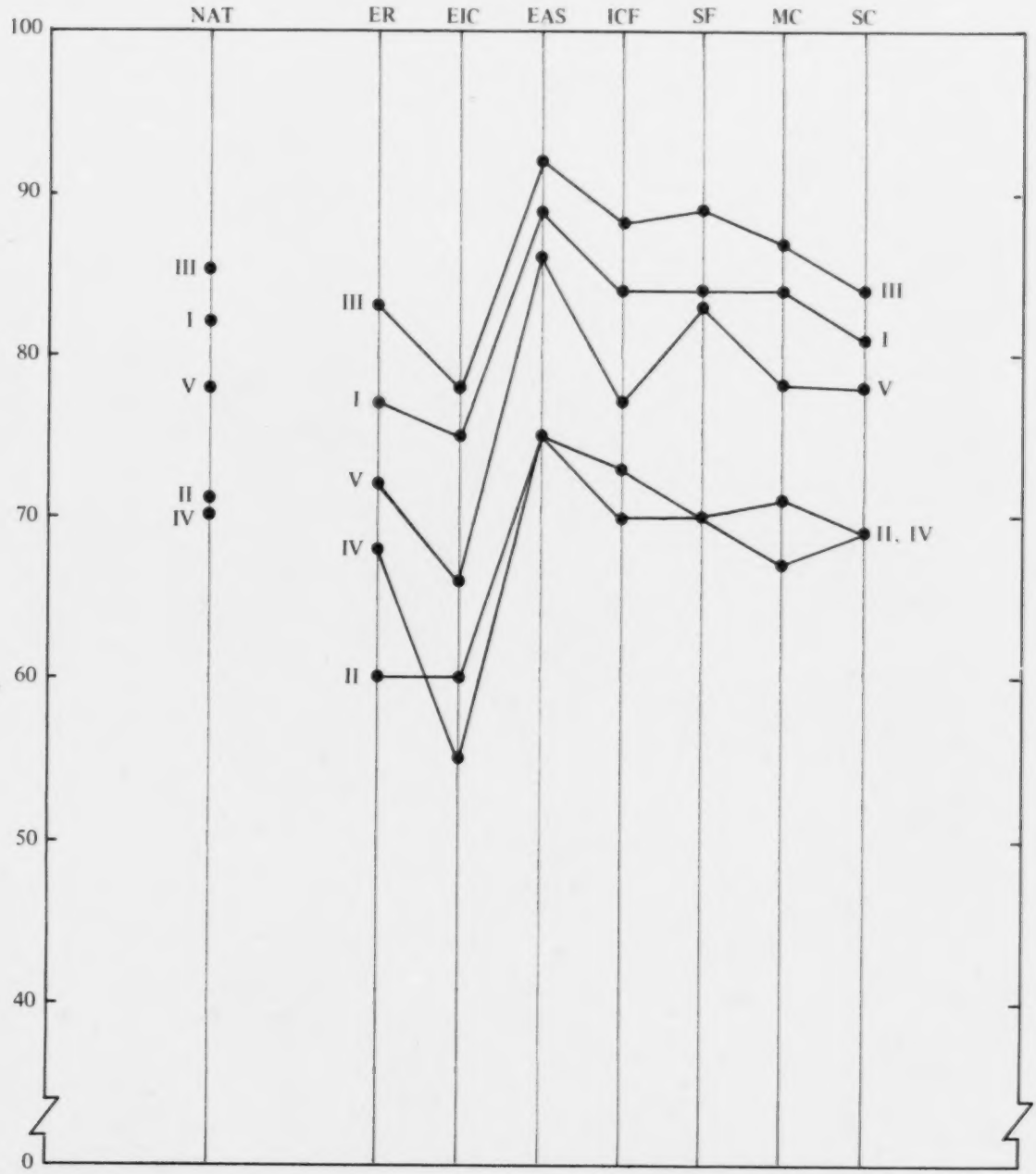
Exhibit 8-11
Median Percentages of Success for Parental Education by Objectives



KEY
NAT = National Parental Education
NHS = No High School
SHS = Some High School
GHS = Graduated from High School
PHS = Post High School

Objectives
( ) = No. of Exercises
I Comprehend What is Read (121)
II Analyze What is Read (21)
III Use What is Read (113)
IV Reason Logically from What is Read (28)
V Make Judgments about What is Read (3)

Exhibit 8-12
Median Percentages of Success for Size-and-Type of Community by Objectives
In-School Only



KEY
NAT = National
Size-and-Type of Community (STOC)
ER = Extreme Rural
EIC = Extreme Inner City
EAS = Extreme Affluent Suburb
ICF = Inner City Fringe
SF = Suburban Fringe
MC = Medium City
SC = Small City

Objectives
( ) = No. of Exercises
I Comprehend What is Read (121)
II Analyze What is Read (21)
III Use What is Read (113)
IV Reason Logically from What is Read (28)
V Make Judgments about What is Read (3)

All Age 17 Exhibit 8-13

Median Percentages of Success for Region

Theme Number	NAT %	NE %	SE %	C %	W %
1	68	73	60	70	65
2	84	83	78	87	84
3	84	84	76	88	85
4	85	88	77	89	85
5	84	87	80	86	82
6	68	71	62	71	64
7	68	70	60	70	71
8	72	76	62	77	70

Age 17

Exhibit 8-14

Median Percentages of Success for Sex

Theme Number	NAT %	MALE %	FEMALE %
1	68	62	73
2	84	81	84
3	84	80	88
4	85	83	87
5	84	81	87
6	68	64	70
7	68	67	71
8	72	69	71

Age 17 Exhibit 8-15

Median Percentages of Success for Color

Theme Number	NAT %	WHITE %	BLACK %
1	68	71	45
2	84	86	63
3	84	88	63
4	85	88	64
5	84	86	69
6	68	70	50
7	68	72	44
8	72	75	49

Age 17

Exhibit 8-16

Median Percentages of Success for SOC

Theme Number	NAT %	BC %	UF %	MC %	SP %
1	68	68	73	69	64
2	84	82	87	84	82
3	84	81	90	85	82
4	85	86	90	87	82
5	84	84	86	86	81
6	68	68	71	65	69
7	68	68	72	71	65
8	72	72	75	74	68

Age 17

Exhibit 8-17

Median Percentages of Success for Parental Education

Theme Number	NAT %	NHS %	SHS %	GHS %	PHS %
1	68	54	61	67	73
2	84	71	77	85	88
3	84	67	79	85	91
4	85	72	78	86	93
5	84	71	78	83	90
6	68	56	61	67	75
7	68	53	56	66	82
8	72	59	60	70	79

In-School
Age 17

Exhibit 8-18

Median Percentages of Success for STOC

Theme Number	NAT %	ER %	EIC %	EAS %	ICF %	SF %	MC %	SC %
1	66	68	63	78	74	70	69	63
2	84	81	74	89	87	86	83	82
3	87	85	72	92	86	90	88	84
4	86	81	80	94	90	90	88	84
5	85	80	77	90	84	85	86	83
6	68	61	56	77	70	67	65	67
7	69	65	59	83	71	69	72	67
8	75	63	60	78	77	73	76	70

Age 17

Exhibit 8-19

Median Percentages of Success for Region

Objective Number	NAT %	NE %	SE %	C %	W %
I	82	85	75	83	81
II	71	76	62	73	70
III	85	87	78	89	85
IV	70	71	66	71	71
V	78	78	72	82	75

Age 17 Exhibit 8-20

Median Percentages of Success for Sex

Objective Number	NAT %	MALE %	FEMALE %
I	82	79	85
II	71	64	74
III	85	82	88
IV	70	67	72
V	78	73	82

Age 17

Exhibit 8-21

Median Percentages of Success for Color

Objective Number	NAT %	WHITE %	BLACK %
I	82	84	63
II	71	74	49
III	85	88	65
IV	70	72	50
V	78	81	55

Age 17

Exhibit 8-22

Median Percentages of Success for SOC

Objective Number	NAT %	BC %	UF %	MC %	SP %
I	82	81	84	82	79
II	71	68	75	71	68
III	85	84	89	86	83
IV	70	67	72	69	70
V	78	73	85	76	76

Age 17

Exhibit 8-23

Median Percentages of Success for Parental Education

Objective Number	NAT %	NHS %	SHS %	GHS %	PHS %
I	82	67	76	82	87
II	71	57	61	70	77
III	85	71	79	86	91
IV	70	56	58	69	75
V	78	61	67	81	85

In-School
Age 17

Exhibit 8-24

Median Percentages of Success for STOC

Objective Number	ER %	EIC %	EAS %	ICF %	SF %	MC %	SC %
I	77	75	89	84	84	84	81
II	60	60	75	73	70	71	69
III	83	78	92	88	89	87	84
IV	68	55	75	70	70	67	69
V	72	60	86	77	83	78	78

CHAPTER 9

TRENDS FOR ADULTS

The young adults (ages 26-35) who participated in the Reading assessment were born from April 1, 1935 through March 31, 1945. In this chapter we examine the trends or patterns of the reading abilities of these adults in the various National Assessment groups[1]. These reading abilities or skills are defined by National Assessment's Reading themes (see chapter 2) and objectives (see chapter 3).

Themes

With the exception of theme 7 (drawing inferences) which fell at least 11 points below the lowest of the other themes for all groups, the themes tended not to form separate clusters. All themes with the exception of drawing inferences from passages had higher median percentages of success than anticipated by the exercise developers (see chapter 4). The four highest ranking themes nationally and for all groups were those requiring only the extraction of facts, i.e., a low level of abstract thought. These themes in order of increasing difficulty are:

Theme	National Median
4. Reference materials	93%
5. Facts from passages	88%
3. Written directions	86%
2. Visual aids	80%

These themes were followed by those requiring a higher level of abstract thought. These themes in order of increasing difficulty are:

Theme	National Median
6. Main ideas from passages	75%
1. Word meanings	72%
8. Critical reading	70%
7. Drawing inferences from passages	50%

[1]These groups are defined in chapter 3 of the General Information Yearbook (02-GIY).

The following exercises illustrate by example the national median percentages of success for the Reading themes[2] at the adult age level, and thus illustrate what the exercise developers pessimistically thought would be exercises yielding 50% success.

1. Word meanings

There is no released exercise in word meanings which exemplifies the median percentage of success.

---

[2]The group percentages of success and their differences from the national percentage of success for these exercises are given in Appendix A of the volume, Selected Exercises (02-R-20).

2. Visual aids

Look at the following report card. This student is improving in his work in which subject area?

Exhibit A-2-16

JONES, RICHARD — STUDENT NAME
1009028423 — STUDENT NUMBER
10 — GRADE
0015 — HOME ROOM

REPORT CARD

WILLARD HIGH — SCHOOL NAME

PERIOD ENDING 11/15/69

TO INTERPRET MARKS SEE BELOW

PERIOD	COURSE TITLE	1st PERIOD MARK	1st PERIOD CITIZENSHIP COMMENTS	1st PERIOD DAYS ABSENT	2nd PERIOD MARK	2nd PERIOD CITIZENSHIP COMMENTS	2nd PERIOD DAYS ABSENT	3rd PERIOD MARK	3rd PERIOD CITIZENSHIP COMMENTS	3rd PERIOD DAYS ABSENT	SEMESTER MARKS	SEMESTER CREDITS EARNED	COURSE NUMBER	TEACHER
01	SPAN 5B/6B	A											G1560	ZUCKER
02	LIFE SCI	B	2										G1480	MARCOTT
03	INT ENG 3 4	B-											E0150	B. SMITH
04	BOYS PE 10	C											P7030	CARR
05	SE/CUR EVENTS	C											S1150	RABINOVITZ
06	ALG 1B 2B	C	5										M1250	ROHRS

JONES, RICHARD — STUDENT NAME
1009028423 — STUDENT NUMBER

GPA THIS PERIOD 2.80
GPA THIS SEMESTER

TO THE PARENTS OF
JONES, RICHARD
722 HENLEY ST
SANTA ROSA CA 95404

LEGEND

SCHOLASTIC MARKS		CITIZENSHIP COMMENTS CODE	
A	OUTSTANDING	0	STUDENT DOING EXCELLENT WORK
B	GOOD	1	STUDENT IS PROGRESSING SATISFACTORILY
C	SATISFACTORY	2	STUDENT IS IMPROVING IN THIS COURSE
D	MINIMUM ACHIEVEMENT	3	STUDENT ACHIEVING BELOW APPARENT ABILITY
F	FAILING	4	BOOKS OR MATERIALS NOT BROUGHT TO CLASS
I	INCOMPLETE	5	ASSIGNMENTS ARE NOT COMPLETED REGULARLY
NM	NO MARK	6	POOR ATTENDANCE IS AFFECTING SCHOOL WORK
CR	CREDIT	7	STUDY HABITS NEED IMPROVING
WP	WITHDRAW PASSING	8	BEHAVIOR NEEDS IMPROVING
WF	WITHDRAW FAILING	9	PLEASE CONTACT TEACHER THROUGH COUNSELOR
P	PASSING		

- ⬭ English
- ⬭ Foreign language
- ⬭ Mathematics
- ● Science

- ⬭ I don't know.

National percentage of success: 76%

3. Written directions

This is a recipe for making muffins. Read the recipe and answer the question which follows it.

ENGLISH MUFFINS

Recipe removed due to copyright restrictions

How long does it take to bake English muffins on top of range?

- ○ 8-10 minutes
- ○ Exactly 10 minutes
- ● About 30 minutes
- ○ 1 1/4 hours
- ○ More than 3 hours
- ○ I don't know

National percentage of success: 86%

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[3] Editors of Better Homes and Gardens, Bread Cookbook. Copyright, 1963, by Meredith Publishing Company. Reprinted with Permission.

4. Reference materials

(Give the respondent a dictionary.
Ask the first two questions and record the main points of his responses.)

First ask: "What is a dictionary?"

_____

_____

(Dictionary: "A book that tells you what words mean."
"A book that tells you how to use words.")

Then ask: "What does the word 'define' mean?"

_____

_____

(Define: "To give the meaning of words."
"To tell what the word means.")

(If the respondent defines both words correctly, read the question to him and record his answers. If he cannot define one or both of the words, give him the definition(s), using the dictionary and showing him a word and its definition if necessary, then continue with the question.

Tell me the number of the page on which you can find out what the word bake means.

_____

National percentage of success: 93%

5. Significant facts from passages

Read the passage and answer the question which follows it.

It should come as no surprise to learn that 9

Passage removed due to copyright restrictions

loans.[4]

According to government statistics, how much has income increased?

- ○ 5%
- ○ 10%
- ● 50%
- ○ 75%
- ○ 110%
- ○ I don't know.

National percentage of success: 89%

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[4]Printed with permission of Consumers Digest, Inc., 6316 N. Lincoln Avenue, Chicago, Illinois 60645. Arthur Weber, Consumer's Digest March/April, 1968, p.23, use above address.

6. Main ideas and organization

Below are four sketches of a cartoon.[5] Put these in the right order so they make sense. Place a number (1, 2, 3, or 4) in the box beside each sketch to indicate the sketch that should come first, the sketch that should come second, and so on.

Cartoons removed due to copyright restrictions

National percentage of success: 82%

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[5]Cartoon by Henry Syverson. Reprinted with permission from THE SATURDAY EVENING POST © 1968, The Curtis Publishing Company, (March 9, 1968 issue). Rights and Permissions, The Curtis Publishing Company, 641 Lexington Avenue, New York, New York 10022.

7. Drawing inferences from passages

Read the passage and answer the question on the next page.
You may look back to the passage if you wish.

Until about thirty years ago, the village of Nayon seems to have been a self-sufficient agricultural community with a mixture of native and sixteenth century Spanish customs. Lands were abandoned when too badly eroded. The balance between population and resources allowed a minimum subsistence. A few traders exchanged goods between Quito and the villages in the tropical barrancas, all within a radius of ten miles. Houses had dirt floors, thatched roofs, and pole walls that were sometimes plastered with mud. Guinea pigs ran freely about each house and were the main meat source. Most of the population spoke no Spanish. Men wore long hair and concerned themselves chiefly with farming.

The completion of the Guayaquil-Quito railway in 1908 brought the first real contacts with industrial civilization to the high inter-Andean valley. From this event gradually flowed not only technological changes, but new ideas and social institutions. Feudal social relationships no longer seemed right and immutable; medicine and public health improved; elementary education became more common; urban Quito began to expand; and finally-and perhaps least important so far-modern industries began to appear, although even now on a most modest scale.

In 1948-49, the date of our visit, only two men wore their hair long; and only two old-style houses remained. If guinea pigs were kept, they were penned; their flesh was now a luxury food, and beef the most common meat. Houses were of adobe or fired brick, usually with tile roofs, and often contained five or six rooms, some of which had plank or brick floors. Most of the population spoke Spanish. There was no resident priest, but an appointed government official and a policeman represented authority. A six-teacher school provided education. Clothing was becoming citified; for men it often included overalls for work and a tailored suit, white shirt, necktie, and felt hat for trips to Quito. Attendance at church was low and many festivals had been abandoned. Volleyball or soccer was played weekly in the plaza by young men who sometimes wore shorts, blazers, and berets. There were few shops, for most purchases were made in Quito, and from there came most of the food, so that there was a far more varied diet than twenty-five years ago. There were piped water and sporadic health services; in addition, most families patronized Quito doctors in emergencies.

Why was there primitiveness and self-containment in Nayon[6] before 1910?

- ⬭ Social moves
- ⬭ Cultural tradition
- ⬭ Biological instincts
- ⬬ Geographical factors
- ⬭ Religious regulations
- ⬭ I don't know.

National percentage of success: 46%

---

[6]"The Village in an Industrial World," Scientific Monthly, August, 1953, pp. 67-73. Scientific Monthly was absorbed by Science in 1957. Write to: Science, American Association for the Advancement of Science, 1515 Massachusetts Avenue N.W. Washington, D.C. 20005.

8. Critical reading

Read the passage and answer the question which follows it.

> We can't be satisfied with a static culture. There's work to be done if we're to survive. To stand still would be to perish. The discrepancy between man's technical power and the wisdom with which he uses it has grown conspicuously wider year by year. We become aware of it when an atomic bomb blasts an open gulf, but the separation has gone on steadily for a long time. It's no solution to put the brakes on science until man's wisdom and responsibility catch up. As frightening as it may seem-as mad as it may seem to the contemplative soul-science must go on. We can't put our rockets and our atomic piles in museums like locomotives in Erewhon. But we must build men up to the same level. We can't retreat, but we must straighten our lines. We must reinforce the weak sectors-the behavioral and cultural sciences. We need a powerful science of behavior.[7]

The tone of the speaker is which of the following?

- ⬭ Cynical
- ⬬ Earnest
- ⬭ Ironical
- ⬭ Sentimental
- ⬭ Witty

- ⬭ I don't know.

National percentage of success: 72%

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[7] B.F. Skinner, Walden Two. Copyright, 1948, by B.F. Skinner. Published by the Macmillan Company. Rights and Permissions. The Macmillan Company, 866 Third Avenue, New York, New York 10022.

Region

Exhibit 9-1 shows that the Southeast had the lowest median percentage of success on all themes. The Northeast had the highest median percentage of success on drawing inferences and tied with the Central on critical reading. The Central region had the highest median percentage of success on word meanings, written directions, and reference materials and tied with the West on visual aids and main ideas from passages. The West had the highest median percentage of success on significant facts from passages.

Sex

Exhibit 9-2 shows males and females performing about equally well when we consider all themes together. Females had higher median percentages of success than males in word meanings, reference materials, and critical reading. Males had higher median percentages of success than females on visual aids, significant facts, main ideas, and drawing inferences from passages. Males and females had equal median percentages of success on written directions.

Color

Exhibit 9-3 shows that Whites had higher median percentages of success than Blacks on on all themes. The smallest differences occurred for significant facts from passages (18%) and reference works (19%). The largest differences occurred for main ideas from passages (31%) and written directions (30%).

Size of Community

Exhibit 9-4 shows that big cities had the lowest median percentages of success on all themes except drawing inferences (on which smaller places had the lowest). Urban fringes had the highest median percentage of success on visual aids, significant facts from passages, and drawing inferences from passages. Medium cities had the highest median percentage of success on word meanings, main ideas from passages, and critical reading. Smaller places had the highest median percentage of success on written directions and tied urban fringes on reference materials.

Parental Education

Exhibit 9-5 shows that, for each theme, young adults whose parents had more education had higher reading percentages of success, specifically young adults who had at least one parent with at least some post-high-school training had substantially

higher median percentages of success than did those whose parents had no high school training. The smallest difference was for reference materials (8%). The largest difference was for drawing inferences from passages (30%).

Objectives

The patterns of median percentages of success for the four Reading objectives assessed at the adult level across the various groups are similar to the themes patterns. The objectives patterns are shown for region, sex, color, size-of-community, and parental education in Exhibits 9-6, 9-7, 9-8, 9-9, and 9-10 respectively.

KEYS:

Themes

1. Word Meanings
2. Visual Aids
3. Written Directions
4. Reference Materials
5. Significant Facts
6. Main Ideas
7. Inferences
8. Critical Reading

Objectives

I. Comprehend What is Read
II. Analyze What is Read
III. Use What is Read
IV. Reason Logically from What is Read
V. Make Judgments About What is Read

Region

NE Northeast
SE Southeast
C Central
W West

Sex

M Male
F Female

Color

W White
B Black

Parental Education

NHS No High School
SHS Some High School
GHS Graduated from High School
PHS Post High School

Keys: continued

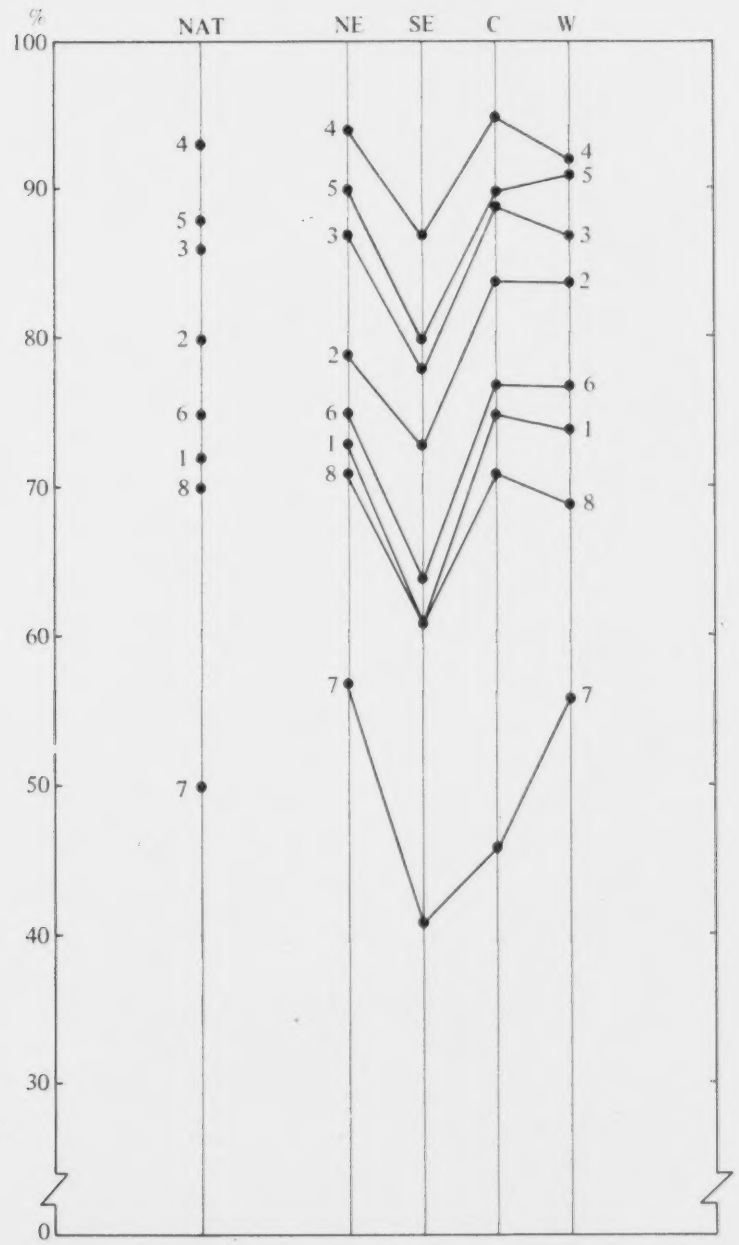
Size-and-Type of Community (STOC)

ER	Extreme Rural
EIC	Extreme Inner City
EAS	Extreme Affluent Suburb
ICF	Inner City Fringe
SF	Suburban Fringe
MC	Medium City
SC	Small City

Size of Community (SOC)

BC	Big City
UF	Urban Fringe
MC	Medium City
SP	Smaller Places

Exhibit 9-1
Median Percentages of Success for Region by Themes



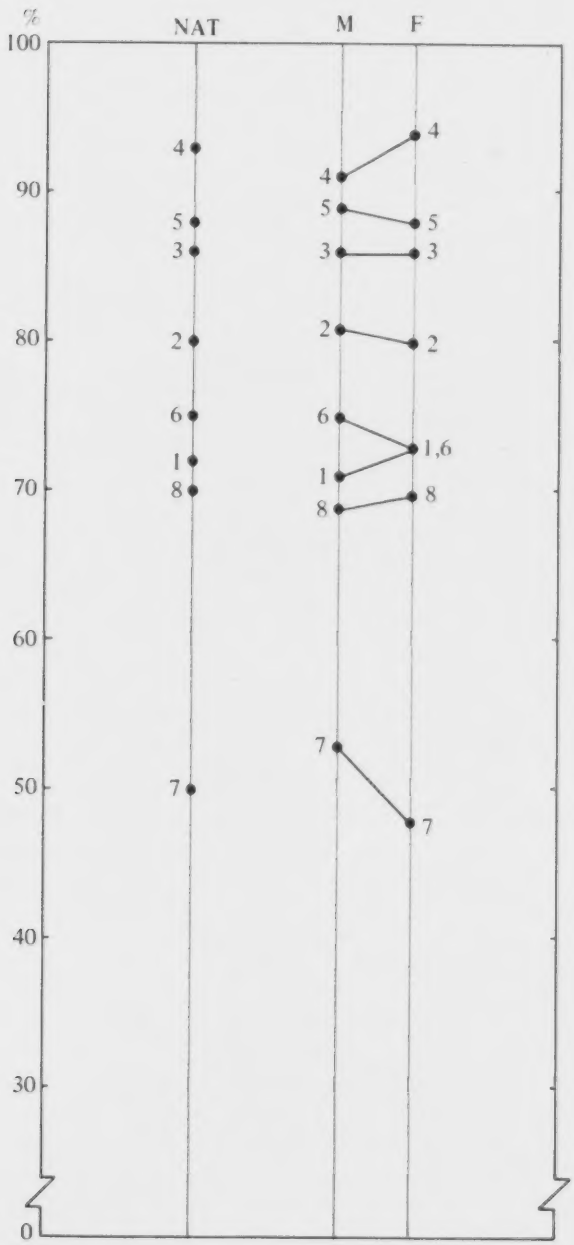
KEY

NAT = National Region:
NE = Northeast
SE = Southeast
C = Central
W = West

Themes
( ) = No. of Exercises

1. Word Meanings (8)
2. Visual Aids (33)
3. Written Directions (8)
4. Reference Materials (13)
5. Significant Facts (26)
6. Main Ideas (8)
7. Inferences (12)
8. Critical Reading (12)

Exhibit 9-2
Median Percentages of Success for Sex by Themes

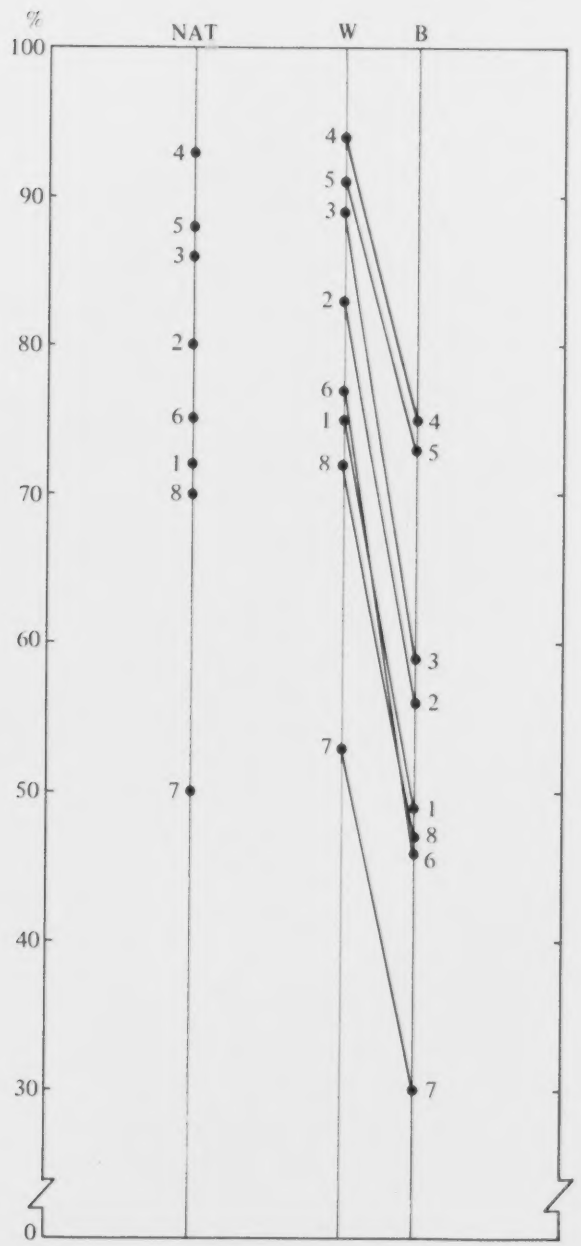


KEY
NAT = National
Sex:
M = Male
F = Female

Themes
( ) = No. of Exercises

1. Word Meanings (8)
2. Visual Aids (33)
3. Written Directions (8)
4. Reference Materials (13)
5. Significant Facts (26)
6. Main Ideas (8)
7. Inferences (12)
8. Critical Reading (12)

Exhibit 9-3
Median Percentages of Success for Color by Themes

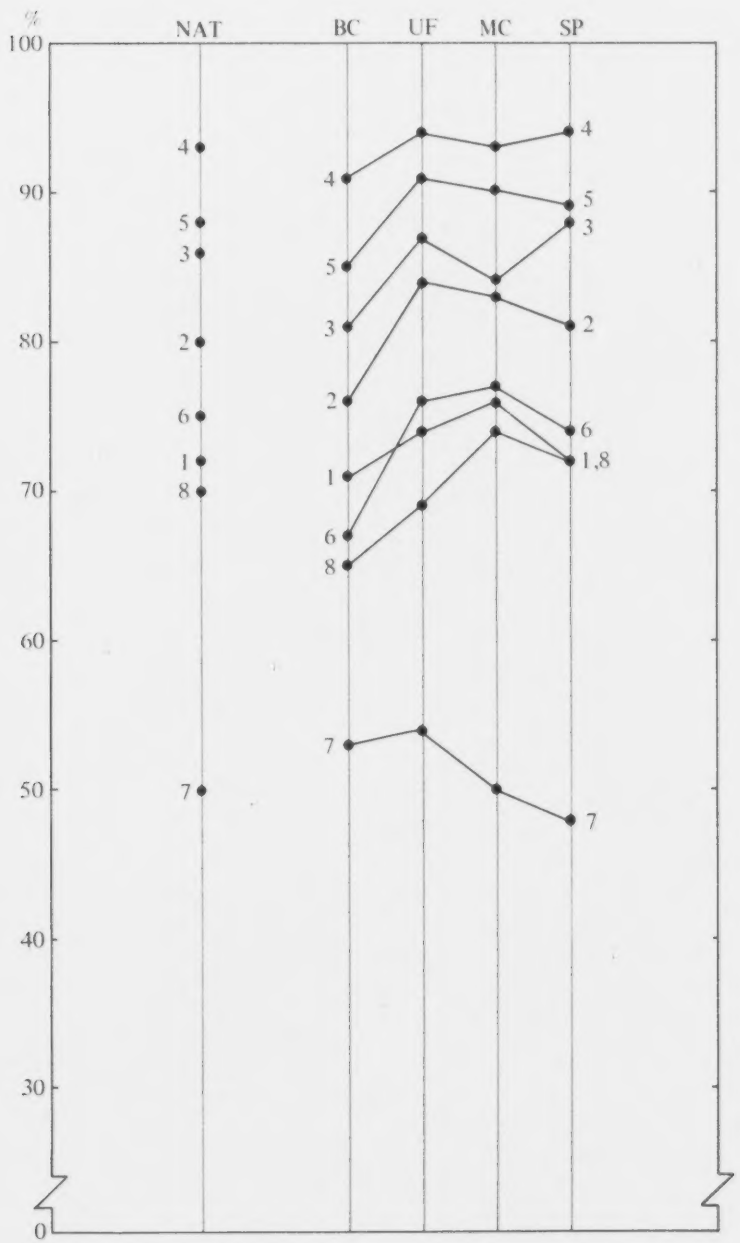


KEY
NAT = National
Color:
W = White
B = Black

Themes
( ) = No. of Exercises

1. Word Meanings (8)
2. Visual Aids (33)
3. Written Directions (8)
4. Reference Materials (13)
5. Significant Facts (26)
6. Main Ideas (8)
7. Inferences (12)
8. Critical Reading (12)

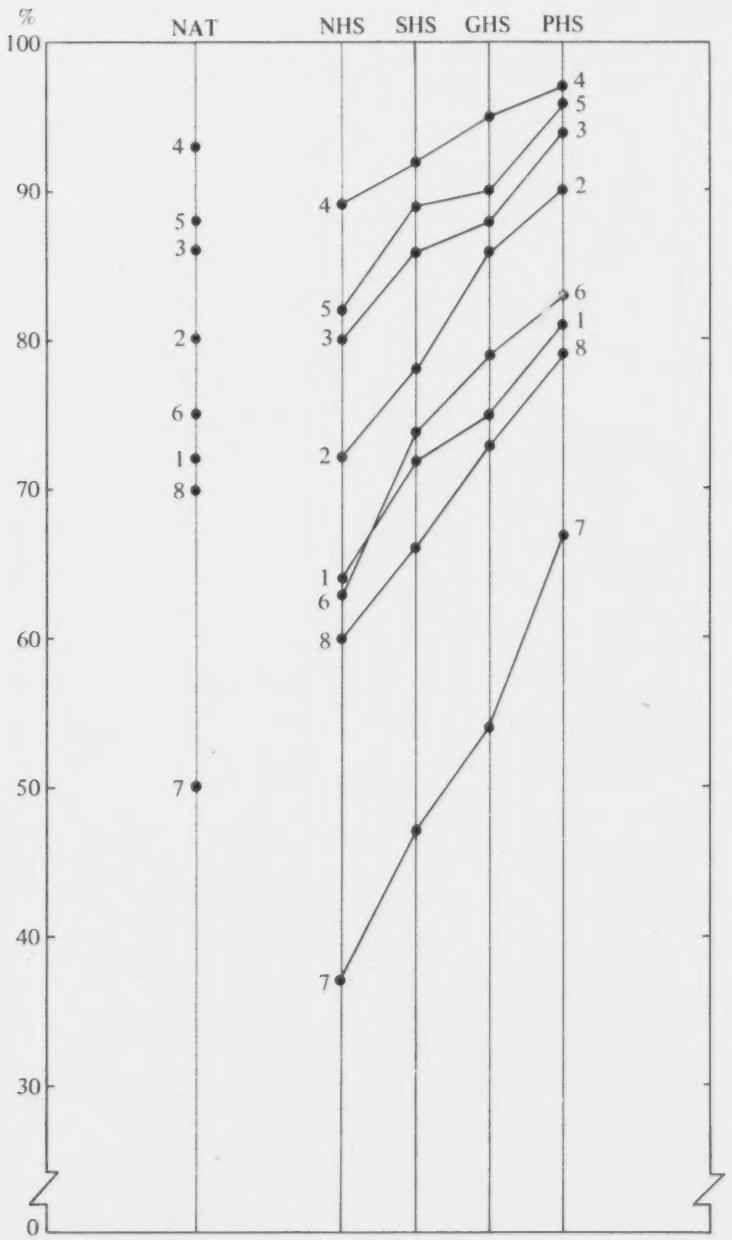
Exhibit 9-4
Median Percentages of Success for Size of Community by Themes



KEY
NAT = National
Size of Community (SOC)
BC = Big City
UF = Urban Fringe
MC = Medium City
SP = Smaller Places

Themes
( ) = No. of Exercises
1. Word Meanings (8)
2. Visual Aids (33)
3. Written Directions (8)
4. Reference Materials (13)
5. Significant Facts (26)
6. Main Ideas (8)
7. Inferences (12)
8. Critical Reading (12)

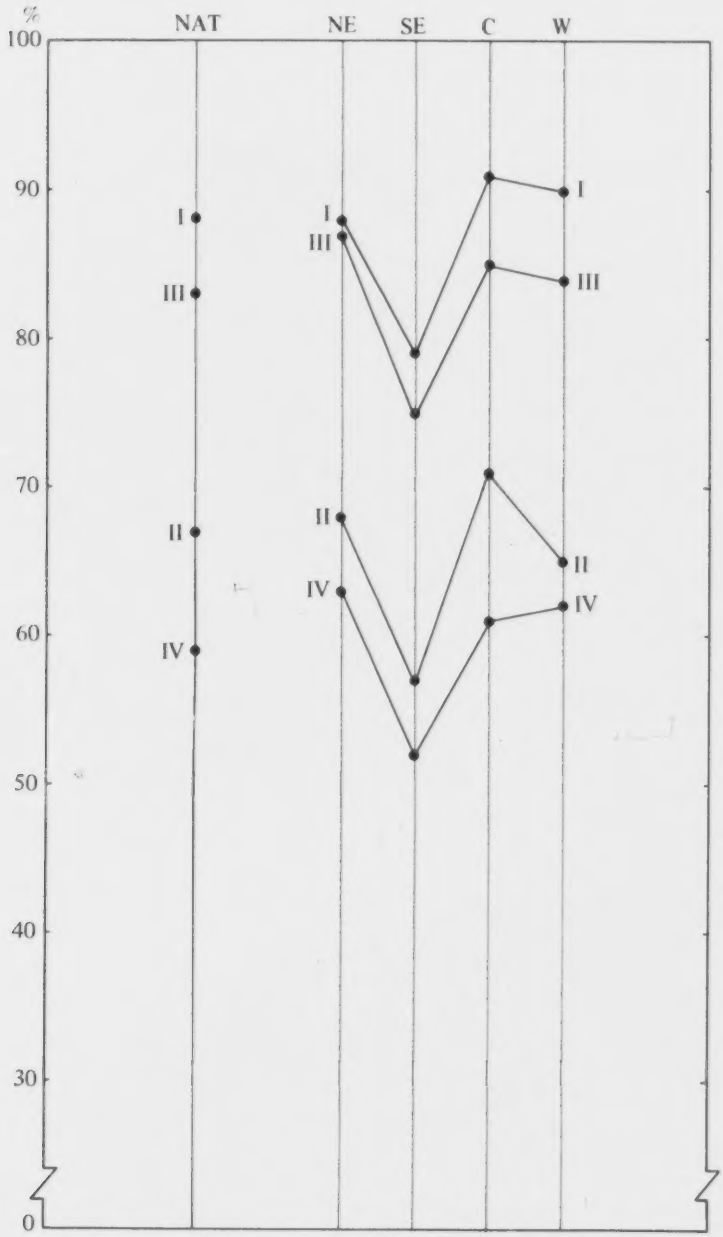
Exhibit 9-5
Median Percentages of Success for Parental Education by Themes



KEY
NAT = National Parental Education
NHS = No High School
SHS = Some High School
GHS = Graduated from High School
PHS = Post High School

Themes
( ) = No. of Exercises
1. Word Meanings (8)
2. Visual Aids (33)
3. Written Directions (8)
4. Reference Materials (13)
5. Significant Facts (26)
6. Main Ideas (8)
7. Inferences (12)
8. Critical Reading (12)

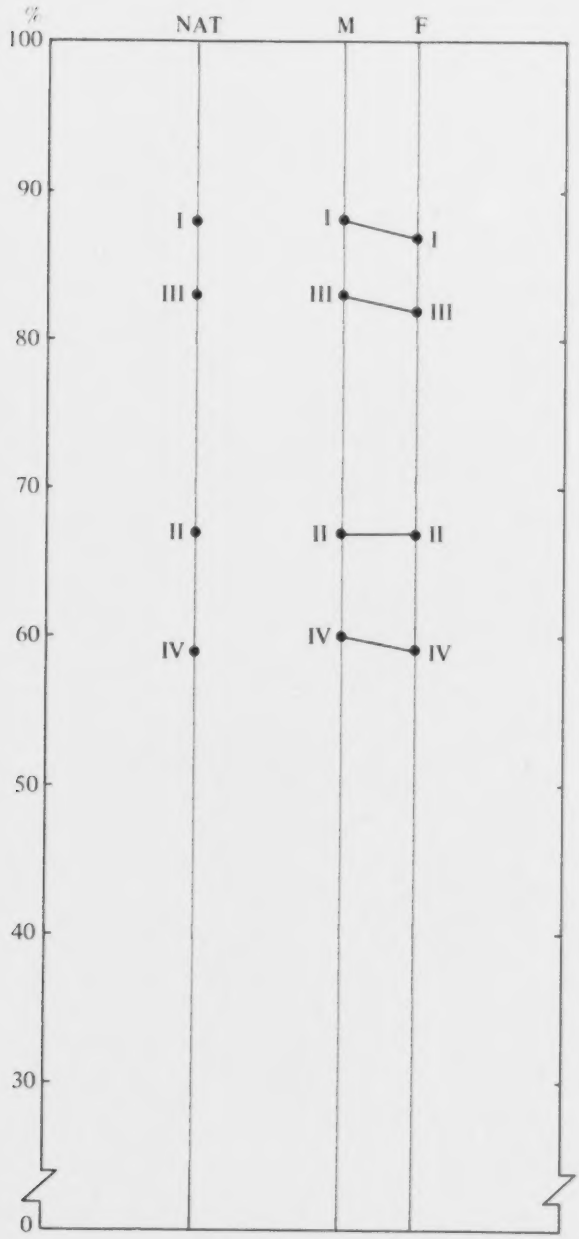
Exhibit 9-6
Median Percentages of Success for Region by Objectives



KEY
NAT = National
Region:
NE = Northeast
SE = Southeast
C = Central
W = West

Objectives
( ) = No. of Exercises
I Comprehend What is Read (63)
II Analyze What is Read (8)
III Use What is Read (53)
IV Reason Logically from What is Read (12)

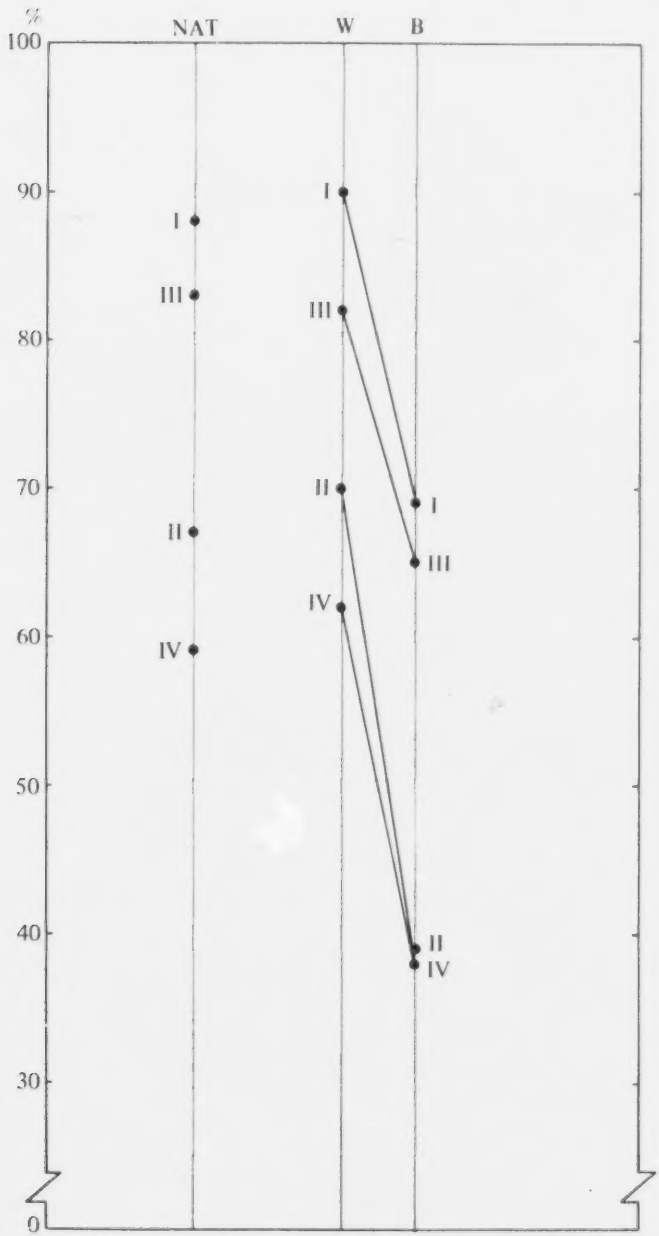
Exhibit 9-7
Median Percentages of Success for Sex by Objectives



KEY
NAT = National
Sex:
M = Male
F = Female

Objectives
( ) = No. of Exercises
I Comprehend What is Read (63)
II Analyze What is Read (8)
III Use What is Read (53)
IV Reason Logically from What is Read (12)

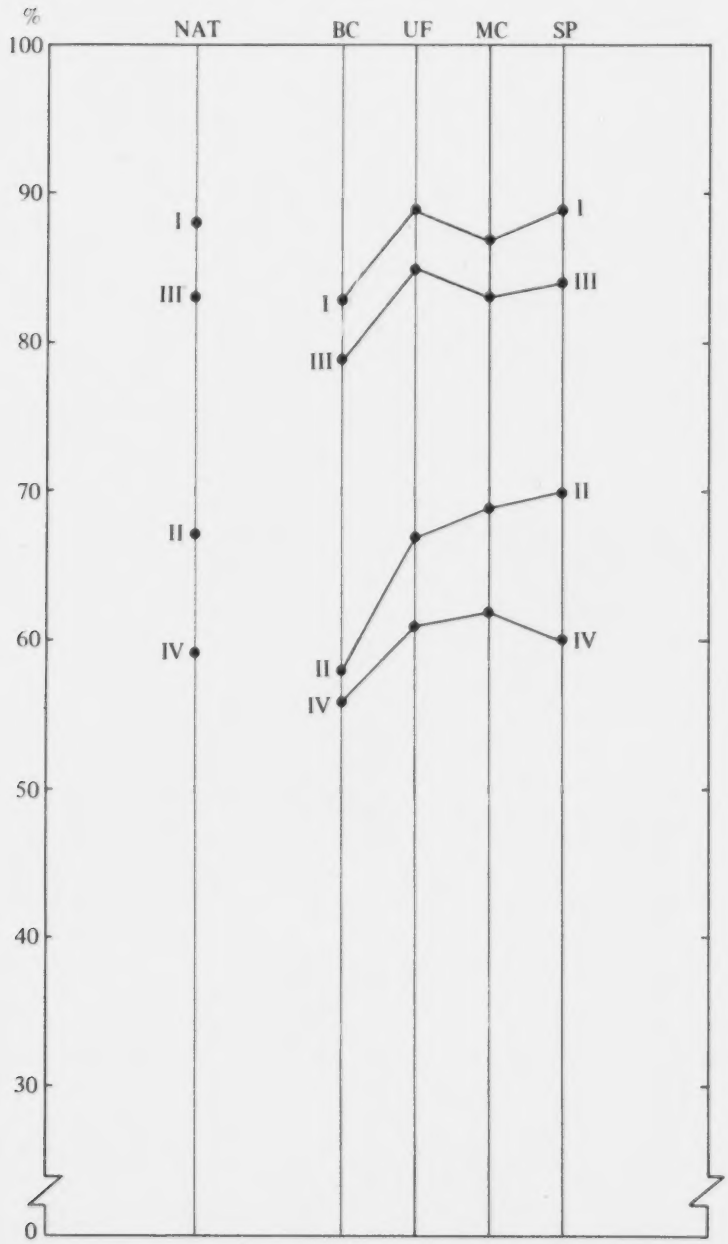
Exhibit 9-8
Median Percentages of Success for Color by Objectives



KEY
NAT = National
Color:
W = White
B = Black

Objectives
( ) = No. of Exercises
I Comprehend What is Read (63)
II Analyze What is Read (8)
III Use What is Read (53)
IV Reason Logically from What is Read (12)

Exhibit 9-9
Median Percentages of Success for Size of Community by Objectives

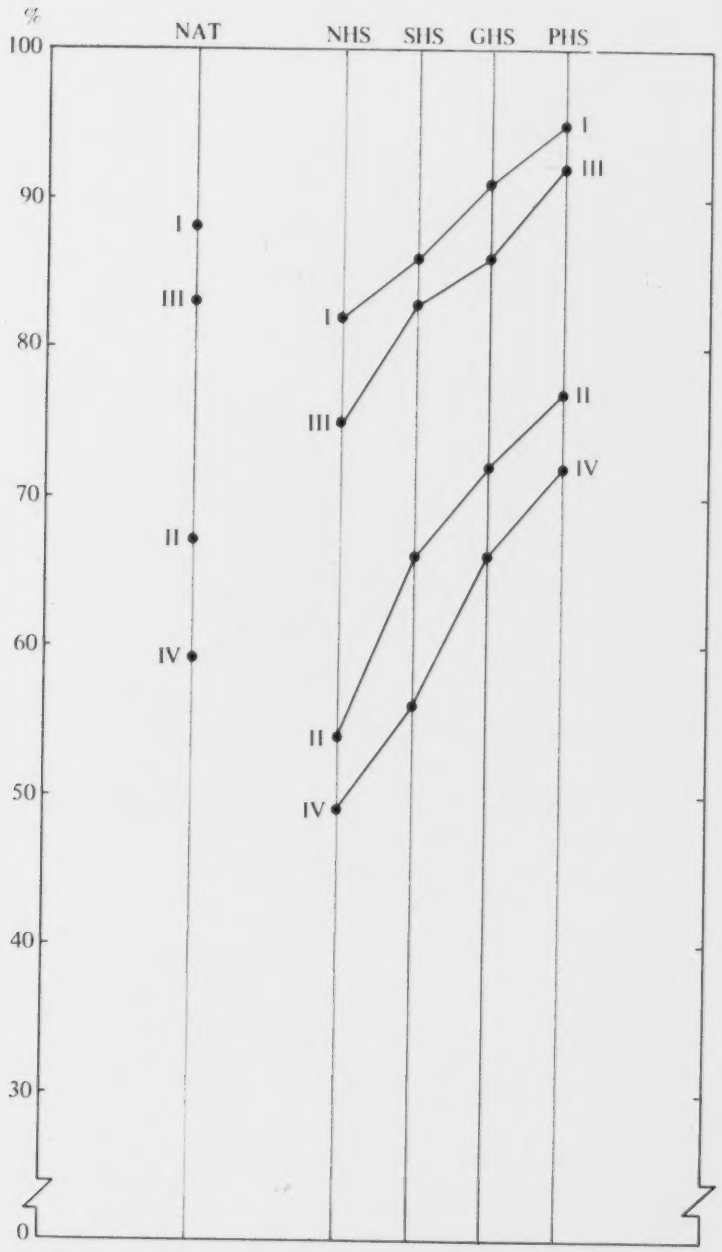


KEY

NAT = National
Size of Community (SOC)
BC = Big City
UF = Urban Fringe
MC = Medium City
SP = Smaller Places

Objectives
( ) = No. of Exercises
I Comprehend What is Read (63)
II Analyze What is Read (8)
III Use What is Read (53)
IV Reason Logically from What is Read (12)

Exhibit 9-10
Median Percentages of Success for Parental Education by Objectives



KEY
NAT = National
Parental Education
NHS = No High School
SHS = Some High School
GHS = Graduated from High School
PHS = Post High School

Objectives
( ) = No. of Exercises
I Comprehend What is Read (63)
II Analyze What is Read (8)
III Use What is Read (53)
IV Reason Logically from What is Read (12)

Median Percentages of Success for Region

Theme Number	NAT %	NE %	SE %	C %	W %
1	72	73	61	75	74
2	80	79	73	84	84
3	86	87	78	89	87
4	93	94	87	95	92
5	88	90	80	90	91
6	75	75	64	77	77
7	50	57	41	46	56
8	70	71	61	71	69

Adult

Exhibit 9-12

Median P[illegible]centages of Success for Sex

Theme Number	NAT %	MALE %	FEMALE %
1	72	71	73
2	80	81	80
3	86	86	86
4	93	91	94
5	88	89	88
6	75	75	73
7	50	53	48
8	70	69	70

Median Percentages of Success for Color

Theme Number	NAT %	WHITE %	BLACK %
1	72	75	49
2	80	83	56
3	86	89	59
4	93	94	75
5	88	91	73
6	75	77	46
7	50	53	30
8	70	72	47

Adult

Exhibit 9-14

Median Percentages of Success for SOC

Theme Number	NAT %	BC %	UF %	MC %	SP %
1	72	71	74	76	72
2	80	76	84	83	81
3	86	81	87	84	88
4	93	91	94	93	94
5	88	85	91	90	89
6	75	67	76	77	74
7	50	53	54	50	47
8	70	65	69	74	72

Exhibit 9-15

Median Percentages of Success for Parental Education

Theme Number	NAT %	NHS %	SAS %	GHS %	PHS %
1	72	64	72	75	81
2	80	72	78	86	90
3	86	80	86	88	94
4	93	89	92	95	97
5	88	82	89	90	96
6	75	63	74	79	83
7	50	37	47	54	67
8	70	60	66	73	79

Exhibit 9-16

Median Percentages of Success for Region

Objective Number	NAT %	NE %	SE %	C %	W %
I	88	88	79	91	90
II	67	68	57	71	65
III	83	87	75	85	84
IV	59	63	52	61	62

Exhibit 9-17

Median Percentages of Success for Sex

Objective Number	NAT %	MALE %	FEMALE %
I	88	88	87
II	67	67	67
III	83	83	82
IV	59	60	59

Exhibit 9-18

Median Percentages of Success for Color

Objective Number	NAT %	WHITE %	BLACK %
I	88	90	69
II	67	70	39
III	83	82	65
IV	59	62	38

Adult

Exhibit 9-19

Median Percentage of Success for SOC

Objective Number	NAT %	BC %	UF %	MC %	SP %
I	88	83	89	87	89
II	67	58	67	69	70
III	83	79	85	83	84
IV	59	56	61	62	60

Exhibit 9-20

Median Percentage of Success for Parental Education

Objective Number	NAT %	NHS %	SHS %	GHS %	PHS %
I	88	82	86	91	95
II	67	54	66	72	77
III	83	75	83	86	92
IV	59	49	56	66	72

CHAPTER 10

READING RATE

Two reading passages differing from age level to age level except for age 17 and adult which were identical, were used to measure reading rate for each age. Both passages were in the same assessment package and therefore all students who were measured on passage 1 were also measured on passage 2. Passage 1 was easier than passage 2 (as measured by the FOG readibility rider) for all ages.

Each reading selection included five comprehension questions. This provided a measure of the extent to which the respondent retained the information he read.

Although the reading materials were different for ages 9, 13, and 17, a comparison of reading rates across ages shows the progression of median reading rate. For passage 1, the median rates were 117, 173, 193, and 188 words per minute for 9-year-olds, 13-year-olds, 17-year-olds and young adults (ages 26-35). The corresponding rates in passage 2 were 123, 165, 193, and 186 words per minute. For all ages only between 5 and 10% read at rates greater than 300 words per minute. There were almost no "super-readers" (respondents reading more than 750 words per minute).

The clearest difference was found in the comprehension section. In all cases, the percentage of respondents with high comprehension scores (4 or more questions answered correctly) was higher for passage 1 than it was for passage 2. The percentages of respondents answering four or more exercises correctly for passage 1 and passage 2 for each age is shown in the exhibit below:

	4 or more correct	
	Passage 1	Passage 2
Age 9	73.4	31.5
Age 13	40.2	34.9
Age 17	66.7	31.4
Adult	68.8	43.2